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ABSTRACT

The criteria listed in this manual are designed to evaluate teacher education programs in Georiga colleges that voluntarily agree to meet these standards. The standards were designed so that each institution has the opportunity to reflect its philosophy in programs offered, since most of the criteria reflect broad experiences that should be provided by each program. The first chapter details the roles and responsibilities of teacher education programs in Georgia, and chapter 2 discusses general criteria for approving teacher education programs. Chapter 3 lists criteria for teaching fields within the early childhood, (K-4), middle grades (4-8), secondary (7-12), and other instructional levels. Leadership field criteria, for administration, supervision, school services, special education, and vocational education, are discussed in the fourth chapter. Chapter 5 lists service field criteria for such positions as media specialist, school counselor, school social worker, and school psychologist. Guidelines for developing criteria for teacher education programs are listed in the last chapter. (CJB)

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Criteria for Approving Teacher Education Programs in Georgia Institutions

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Teacher Education and Staff Development
Division of Staff Development
Office of Planning and Development
Georgia Department of Education
Atlanta, Georgia 30334
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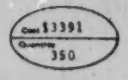

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Preface

Approved by the Georgia Board of Education December 11, 1980

These criteria are designed to evaluate teacher education programs in Georgia colleges which voluntarily agree to meet these standards. Students completing approved programs who receive the recommendation of the appropriate college official meet the preparation requirement of performance-based certification listed below. Applicants for certification from any regionally accredited institution which does not have an approved program in the area where the applicant seeks certification will be evaluated for certification against minimum certification standards. Both general criteria (Chapter 1 and 2) and the individual program criteria which follow were approved by the Georgia Board of Education. From 1870 to 1911, changes in certification were made by enactment of the legislature. The School Law of 1911 first gave the Georgia Board of Education authority to set certification standards. In 1918 four Georgia institutions were approved for teacher training (from *A History of Public Education in Georgia, 1734-1976*).

Georgia accepts accreditation by the National Council for the Accreditation of Teacher Education (NCATE) provided applicants complete NCATE-approved programs. NCATE-accredited institutions with some teacher education programs not accredited have the option of having their graduates submit for certification by an evaluation against minimum certification standards or submitting their programs for approval by the Georgia Board of Education.

Each institution has the opportunity to reflect its philosophy in programs offered since most of the criteria reflect broad experiences which should be provided by each program. Each statement of criteria shows the date of approval by the Georgia Board of Education. Approved criteria replace and supersede all previously approved criteria in that specific field. Administrative procedures permit a student to be certified under the approved program in effect at the time the student was officially admitted to the program. Colleges and universities with approved programs are expected to meet new criteria requirements at the time of program reapproval. Exceptions to this procedure are specific requirements of law established by the legislature such as H.B. 671 which requires all teachers to have a course in the recognition and instruction of children with special needs.

Experimental programs are encouraged. An institution may submit an experimental program which differs from criteria for program approval along with a rationale for the difference and an explanation of objectives, instructional and evaluation procedures. Experimental programs must have Georgia Board of Education approval before becoming operational.

Performance-based Certification in Georgia is based on the following.

1. **Preparation** - This requirement may be met by one of the following
   a. Completion of a Georgia approved program.
   b. Completion of a program approved by the National Council for the Accreditation of Teacher Education (NCATE).
   c. Graduation from a regionally accredited institution and meeting minimum certification standards as determined by an evaluation in the certification office.
2. **Testing** - Satisfactory completion of a teacher certification test of knowledge in the teaching field.
3. **Performance** - During the initial three years of teaching, demonstrate acceptable performance as assessed on the Teacher Performance Assessment Instruments (TPAI).

The Georgia Department of Education expresses thanks to the hundreds of people who have contributed to the preparation of these criteria and assisted in institutional evaluation.

Chapter 1

Roles and Responsibilities for Teacher Education Programs in Georgia

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Role of the Georgia Board of Education and the Georgia Department of Education in Approval of Teacher Education Programs

Approval of Programs

Legal responsibility for approval of teacher education programs lies with the Georgia Board of Education. The Georgia Department of Education recommends to the Georgia Board of Education that teacher education programs be approved.

Essentials for a Teacher Education Program to be Considered

1. A professional certificate in the field is authorized by the Georgia Board of Education.
2. There is a demonstrated continuing demand for personnel in the certification field.

Procedure for Approving Programs

1. Programs submitted for full approval
   a. Institutions desiring program approval are responsible for initiating a request for program approval. This request should be submitted to the Unit of Teacher Education and Staff Development of the Georgia Department of Education by the head of teacher education of the institution seeking approval.
   b. A visiting professional committee will be appointed by the associate director of the Unit of Teacher Education and Staff Development, the head of teacher education in the institution seeking program approval and the person designated by them as chair of the visiting professional committee.
   c. The associate director of the Teacher Education and Staff Development Unit, Georgia Department of Education, will inform the committee of its specific purpose. The visiting professional committee will visit the institution and study carefully the existing program. The committee will then submit a report to the Georgia Department of Education . The department will send the number of copies of the report requested for faculty study to the college.
   d. The Georgia Department of Education, after studying the report and other data, will make a return visit for a follow-up conference with the appropriate officials of the institution.
   e. The Georgia Department of Education, after a study of all follow-up reports and other data, will make recommendations for approval to the Georgia Board of Education via the associate superintendent for planning and development.
2. Programs submitted for reapproval

   Procedures for reapproval are the same as for initial approval, except under special circumstances such as interim addition of a new program or programs.

   Under these special circumstances, procedures will be modified at the discretion of the Georgia Department of Education.
3. Programs submitted for temporary approval (one-year approval)

a. Institutions desiring to initiate a new program should submit the proposed program to the Teacher Education and Staff Development unit of the Georgia Department of Education. This proposed program should be submitted by the head of teacher education of the institution seeking approval.

b. A small visiting professional committee may be appointed cooperatively by the Associate Director for Teacher Education and Staff Development and the head of teacher education of the institution seeking program approval.

c. The visiting professional committee, along with appropriate members of the Georgia Department of Education, will visit the institution, study the proposed program and submit a consensus report.

d. The Teacher Education and Staff Development Unit, after a study of reports and other data, will make available information concerning approval to the Georgia Board of Education via the Associate Superintendent for Planning and Development and the Division Director. However, for institutions striving to meet criteria deficiencies, as pointed out by a committee, departmental approval may be given to their programs for one year.

e. The Teacher Education and Staff Development Unit may annually request from institutions essential information such as enrollment figures and program changes. This information will be evaluated in terms of "General Criteria" (Chapter Two). This evaluation will serve as a basis for extending approval for the next year. Each institution will be informed of significant strengths and weaknesses of its program in order to prepare for requesting full approval as quickly as possible.

Financing of the Professional Visiting Committee

1. Travel expenses of the visiting committee to and from the institution will be paid by the Georgia Department of Education.
2. Travel and subsistence while the committee is at the institution will be paid by the institution.
3. The institution will pay an honorarium to the chairperson of the committee.

Accreditation by Other Agencies

Accreditation by the Southern Association of Colleges and Schools, Inc., is essential for institutions to have state approval of their programs. To maintain state approval even on a temporary basis, an institution should be accredited by the Southern Association or show definite evidence of continued progress toward meeting standards for accreditation. The Georgia Board of Education accepts NCATE accreditation of Georgia college programs. Any educational program(s) accredited by NCATE must also meet state criteria.

Role of the Institutions in Seeking Approval of Programs in Teacher Education

Clarification of Purpose

1. Program approval is
   a. an indication that the institution has met Georgia Board of Education standards.
   b. an indication that the institution has studied its teacher education program and has acquired reliable information for use in improving its program.
   c. an indication that the institution has had its program reviewed by a visiting professional committee of competent educators.
2. The institution should, through an institutional self-study, define the objectives it hopes to accomplish through participation in approved teacher education programs.
3. The institution should outline procedures for accomplishing such objectives within the framework of criteria adopted by the Georgia Board of Education.

Faculty Organization

1. Personnel responsible for the institution's program of teacher education should examine the various aspects of the program using criteria for teacher education programs in this document.
2. Through committee or individual assignments, information should be assembled and compiled showing how the proposed programs meet the intent of criteria.
3. Staff study of the compiled report should give direction to program improvement and to the use of the services of the visiting committee.

Suggested Outline of the Self-Study Report

Chapter One:
General Description of the Teacher Education Program

Organization and Administration

Organization of the College
Administration of Teacher Education
The Teacher Education Committee
Procedures and Policies for Instructional Program Development

Resources

Faculty Summary Data Sheets
Students
  Admission of Students to the College
  Compensatory Program (if any)
  Admission to Teacher Education
  Evaluation and Retention
Physical Plant Facilities
Off-campus Facilities
Library
Media Center
Curriculum Materials Center

Curriculum

General Studies
Professional Education
  Foundations
  Methods
  Curriculum
  Media
  Laboratory

Chapter Two:
Descriptions of Individual Teacher Education Programs, Undergraduate

Each program description should include the following

- Frame of reference, showing number of students in recent years, recent program modification, future plans
- Faculty teaching in the program along with a schedule of classes taught by term for at least the last year
- Facilities and instructional resources to support the program
- Any special admission or retention standards for the program (Programs in leadership and service such as media or administration and supervision which require a T-4 certificate as a prerequisite should list

this as an admission requirement or provide for completion of the prerequisite certification as part of the program.)

- Program objectives
- Program descriptions
- Evaluation procedures for students in the program, follow-up after graduation and program revision

Chapter Three:
Descriptions of Individual Teacher Education Programs, Graduate

Each program description should include all the categories listed under Chapter Two.

Procedures to Assist the Visiting Committee

1. The institution should send a copy of the self-study to each member of the visiting committee at least one month before the initial session of the visiting committee.
2. The institution should prepare for the initial visit of the committee by drafting a suitable plan for
   a. aquainting the staff with members of the committee.
   b. supplying the committee with necessary information about campus facilities, the program of teacher education and the total institution, such as class schedules, campus maps, faculty schedules, location of faculty offices and transcripts of recent graduates from each program.
3. The institution should facilitate the work of the committee by
   a. arranging for students and graduates to be interviewed by the committee.
   b. arranging for the committee to observe class situations and laboratory sites.
   c. arranging for members of the committee to have interviews with staff and advisory committee(s).

Role of the Visiting Committee in Programs of Teacher Education

Purposes of the Committee

1. To analyze the self-study and other materials provided by the institution
2. To survey the existing programs of the institution by observation and interviews to obtain evidence of program characteristics, especially strengths and weaknesses
3. To reach a committee consensus of findings as a basis for writing the report to the institution and to the Georgia Department of Education

Selection of the Committee

1. The chairperson of the visiting committee will be selected cooperatively by the Associate Director of Teacher Education and Staff Development and the head of teacher education at the institution requesting approval. This selection should be made in the spring prior to the year of approval or, at the latest, early fall of the year in which the institution's teacher education programs are to be reviewed.
2. The chairperson of the committee should be a person qualified through broad professional preparation and experience in teacher education.
3. When the chairperson has accepted the appointment, a meeting should be scheduled at which the chairperson, a representative of the Georgia Department of Education and the head of teacher education of the institution determine the size and composition of the committee.
4. The committee should have a representative membership of specialists in education from the Georgia Department of Education, colleges and public schools.
5. The size of the committee should be governed by factors such as the number and kind of programs being reviewed.

Organizing the Committee for Work

1. After examining the file of material supplied by the insitution, the chairperson should contact the head of the institution's teacher education program to clarify understandings of the committee's function regarding
   a. purposes to be achieved by the institutional evaluation and
   b. possible agenda of the evaluation in terms of dates and activiities.
2. The chairperson should call the first session of the committee at a time and place approved by the institution involved. At this meeting
   a. purposes of the evaluation as outlined by the host institution should be identified.
   b. questions concerning materials submitted by the institution should be raised.
   c. areas in which additional information is felt to be needed should be identified.
   d. tentative procedures for surveying the existing program should be outlined.
   e. Responsibility for surveying the programs and for reporting findings should be delegated to committee members.
3. Committee operation
   a. The committee chairperson should submit a work plan to the head of the

institution's teacher education program.

b. The work plan should be implemented through the cooperative efforts of the host institution and the committee membership.

c. The committee chairperson should assume responsibility for directing the activities of the committee in such a way that the report can be completed and approved by the committee before it is submitted to the institution and to the Georgia Department of Education.

d. The committee chairperson and the head of the institution should determine when the final report will be given and the procedure for giving it.

e. The chairperson should forward a copy of the final report to the Teacher Education and Staff Development Unit, Georgia Department of Education.

Suggested Report Format and Follow-Up

The state criteria serve as the basis for the report. The criteria need not be stated item by item, but references should be clear so that the criteria can be identified.

In such areas as staff and facilities, each person should give information from the assigned area to be included in the general report.

Suggested Outline for Report

1. Opening statement (frame of reference and documentation of interviews held, observations made, records and reports examined)
2. Commendations (significant ways in which criteria are being met, viable alternatives or innovative programs)
3. Criteria partially met or not met
4. Recommendations

Sources of Data

1. Attach a list of staff members interviewed, cooperating schools visited, observations made, etc., if requested by chairperson.
2. Submit three typewritten copies to the chairperson to be distributed as follows.
   a. One copy to the committee chairperson
   b. One copy to the Georgia Department of Education
   c. One copy to the institution (The head of teacher education in the institution should check this rough draft for any errors and notify the committee chairperson and the Georgia Department of Education.) The committee member should also keep a copy.

Follow-up Activities

1. Chairperson of Visiting Committee
   a. Edits report prepared by the visiting committee
   b. Sends report to the Georgia Department of Education
2. Institution
   a. Studies report and acts to modify programs so that they meet criteria
   b. Prepares a follow-up report on each program needing revision
   c. Negotiates with the representative from the Georgia Department of Education
3. Georgia Department of Education
   a. Duplicates report
   b. Sends copies of report to the institution in the number requested and to members of the visiting committee
   c. Negotiates with the institution on criteria partially met or not met
   d. Submits recommendations to the Georgia Board of Education
   e. Informs the institution of action taken by the Georgia Board of Education

Chapter 2

General Criteria For Approving Teacher Education Programs

Frame of Reference

Criteria for Administration and Curriculum Development: General Organization for Administration of Programs

The administrative structure for school personnel preparation within the institution should promote the preparation of professional teachers. The governance and decision making of the whole institution should give high priority to professional preparation, so the burden of creating and maintaining collaborative relationships for the advancement of professional preparation is not placed solely on the teacher education structure.

1. There must be evidence of adequate college organization for permitting those most knowledgeable about teacher education to make decisions about the process and content of teacher education and for locating with them the major responsibility for designing, approving, evaluating and developing teacher education. These decisions must be made in the light of all constraints affecting teacher education. The decision-making group may be a unit such as a teacher education faculty or division of teacher education, a school of education faculty or a comparable unit.

2. The policy-making process in teacher education should allow for reactions of those acquainted with the institutional constraints as well as reactions of those who know the professional controls instituted by outside agencies. These persons may be from professional education and other disciplines, from student organizations and from the profession, but should be used as an advisory group involved in continuous planning and not to administer a program.

3. The organization for the development of the teacher education program should be adaptable and capable of change when patterns of teacher education within the controlling agencies shift. Organizational structure for modifications in curriculum, sequence schedules and administrative practices should be adequate to accomodate recommendations for meeting criteria within a year following a visiting committee visit report, if teacher education is to be responsive.

4. There should be a clearly defined voice for teacher education in the institution—an individual recognized by college personnel, students, public schools and regulating agencies as having the administrative responsibility for coordinating and implementing approved programs. Such coordination and implementation would extend to admission, advisement and guidance, and direction of professional preparation, including program objectives, laboratory experiences, certification and follow-up. The administrative officer will be responsible for maintaining liaison with the Georgia Department of Education on all school personnel preparation matters. He or she must be the person designated as the head of the teacher education unit or the head of the division, department or school of education. Any program submitted for approval or any program change must be approved by the designated head of teacher education on the college campus.

5. Approved teacher education programs must contain administrative provisions sufficient for the college person responsible for teacher education to know the registration and status of students in the program.

6. The preparation schedule should be in keeping with the best combined decisions of the college teacher education faculty. The schedule should be as responsive as possible in such matters as permitting contacts with professional laboratories; sequential arrangement of both professional studies and content courses; and en bloc scheduling.

Criteria and Procedures for Program Development

The institution must file with the Georgia Department of Education a detailed description of each program by which it proposes to prepare teachers. The description should include objectives for the program, a full description of course content and evaluation procedures for students in the program and for the program itself on a continuing basis.

Program approval may be granted to an institution provided its teacher education curricula substantially meet or exceed General Criteria (Chapter 2) and specific criteria for the field found in Chapters 3, 4 and 5.

In developing programs the following should be considered.

1. The teacher education faculty should assume leadership in program planning and development.
2. Each academic discipline participating in the teacher education program should be involved in cooperative planning in designing and maintaining a program of teacher education.
3. Input from public school personnel should be involved in program planning procedures through organized work sessions sponsored by the institution during which consideration in given to
   a. defining objectives and functions of the program;
   b. identifying competencies the program is designed to develop;
   c. planning scope of curriculum content;
   d. determining the nature and extent of laboratory experiences;
   e. evaluation of students.
4. Trends in teacher education as revealed by current research findings should be considered carefully by those responsible for program planning.
5. Consultant services from specialists in areas of significance to programs of teacher education should be secured from state, regional and national agencies to clarify direction in program planning and evaluation.
6. Program planning should include provisions for evaluation of the program by students, by institutional and public school personnel who aid in implementing approved policies, and by graduates of the institution who complete the approved program.
7. Program planning should include provisions for experimentation, innovation and change under the approved program concept.

Program Design

Criteria for Undergraduate Programs

General Education

There should be evidence that the institution, in developing its program, was guided by the following basic principles.

a. General education is conceived as those learnings which are fundamental and common to all college graduates. The teacher education division of the institution should participate equally with other divisions in designing general education experiences which would be part of the degree programs of all the institution's graduates.

b. All undergraduate programs should include study dealing with the social and behavioral sciences, natural sciences and mathematics, humanities and fine and applied arts.

c. All graduates should demonstrate basic competence in communication and computation skills.

Professional Education

Generally, the college schedule should require that the body of the professional sequence follow screening for admission to teacher education. The professional education sequence should encompass the following areas.

Social Foundations

The social foundations areas are the history and philosophy of education, the sociology of education, and/or comparative education. Practitioners in each of these areas will structure a body of relevant information about schooling based upon the application of techniques borrowed from philosophy, history, psychology, anthropology and various related disciplines.

1. The future educator should be knowledgeable regarding the following.
   a. The significant eras in the history of education, with special emphasis upon American education
   b. The changing purposes of education which our culture has deemed important
   c. Outstanding persons whose contributions to the field of education every educator should know
   d. The evolving role of the teacher as a link between age and youth
   f. The changing curriculum of the public school from that of the illiterate, primitive society to the comprehensive curriculum of the modern school
2. The future educator should possess an understanding of the following.
   a. The basic philosophical theories which have shaped American education.
   b. The significant differences to be found in educational theory and practice in public schools and among the educational leadership.
   c. The underlying values which give meaning and substance to all educational endeavor.
   d. The implications for the individual teacher in developing a personal philosophy of education.
3. The future educator should exhibit attitudes and behaviors indicating perception of the following.
   a. The public school as a social institution designed to meet society's needs
   b. The influence of the community social structure on the program of the public school
   c. The interrelationships which exist with other institutions in the community

d. Social problems as factors influencing the program of the public school

e. The public school as an agency of change and education as a means of social mobility

Learning and Learners

Among the specific kinds of information classifiable in this category are the efficacy of several cues to learning, the variability of the effects of both punishment and reward, the differential effects of anxiety on performance in simple and complex tasks, understanding the judgmental and decision processes, skills in cognitive motivation, the process of inquiry and the setting that facilitates the pursuit of learning, and the facilitation of creative behavior.

1. Developmental psychology and personality theory are essential. Programs need to stress psychology as an approach to understanding children and contributing to the healthy development of personality. All teachers should understand the differences in the developmental stages of boys and girls, uneveness of development within individuals, the tremendous range of development within a single classroom and developmental stages and tasks. Also important is an understanding of the emotional aspects of human behavior and the psychology of stress. Thus studies in foundations should include the multiple causes of human behavior and motivation, the importance of self-knowledge and the role of anxiety in behavior; they should impart skills in empathy and in the eliciting of affective responses, and the dynamics of constructive behavior in regard to change and stress.

2. Teachers need to be familiar with the psychology of learning and the field of child/ adolescent psychology, but also to have sensitivity to the learning environment and a comprehensive understanding of teacher-pupil interaction and the nature of the learning environment itself. Other specific needs are understanding of ideas about the self-concept (image and ideal), reference groups, the minority group problems, concerns for individuality and self-realization, the communication process, the psychology of verbal communication and classroom interaction, awareness of individual differences and the making of accurate observations and predictions of group behavior.

3. Measurement, statistics and research methods, especially at the graduate level, can show the teacher how widely children differ on many complex variables. In this category are an understanding of how experimental methods may be applied to the study of school behavior, the process of inquiry and theory building, the nature of the creative process in the discovery and development of new knowledge, the imaginative and judicious use of research evidence, the taxonomy of educational objectives in the construction and use of evaluative instruments and the use of statistical and research concepts and procedures to identify constructive behavior.

4. In an effort to assure that all teachers have preparation to individualize instruction, the Georgia General Assembly passed H.B. 671 which requires that every certified teacher, principal and guidance counselor have a course in the recognition and instruction of children with special needs.

Teaching Strategies, Curriculum and Media

Teachers should be prepared to organize and direct the classroom and should be introduced to the complexities of educational practice through continuing analysis and inquiry into the teaching and learning acts. Teachers should make a study of education based on continuing research of the teaching activities that have produced models, applications and suggestions for those who would teach. They should be led to synthesize from all the content of a given field those concepts and approaches most appropriate to a logical sequence of learning experience. Method study constitutes a special responsibility for the profession to induct the neophyte into the known good practices, research, content and arts of those with professional skills.

The need of a teacher is broader than the traditional concept of method. This need includes

1. classroom management and organization, dealing with the complexities of teacher practice and the ways to approach classroom direction and organization.
2. an analysis of teaching including the ability to deal with information derived from the many ways teachers work at their jobs and the ability to analyze teaching in a real situation.
3. a study of the literature, course of study and materials of the particular teaching field to determine the selected content suitable for the public school course of study and to determine the logical organization of this content with related materials for the field.
4. the development of competence in the selection and use of appropriate instructional media and curriculum materials.

Professional Laboratory Experiences

Teacher preparation institutions should assure that learning throughout the entire program of professional study has added meaning by providing access to learners in educational settings. This access to learners should begin as early in the student's program as possible and encompass a carefully planned sequence of clinical laboratory experiences. Hence, knowledge and skills developed during course work can be fused in more meaningful interpretation.

Pre-Student Teaching

a. Pre-student teaching experiences should be a portion of the coordinated professional development of the prospective teacher. Experiences should be supervised by those qualified to relate them to the professional component.

b. Provision should be made for the teacher education student to identify, observe, analyze and study relevant growth and developmental patterns and behavioral characteristics at varying stages of maturation.

c. Opportunities should be provided for observation of differing teaching styles and methodologies both in and out of the student's area of specialization. These opportunities may be provided through simulation as well as through direct experiences.

d. Opportunities should be provided for participation in limited planning, conducting and evaluating of learning experiences.

e. An orientation of teacher education students to non-teaching school-related activities (*e.g.*, club sponsorship, lunchroom, faculty meetings) should be provided.

f. Teacher education students should, under supervision, become involved in, and begin to study, the function and relationship of the teacher to all other people involved in the school program (teacher-paraprofessional; teacher-community agency; etc.).

In-depth Laboratory experiences (Student Teaching, Practicum, Internship)

a. Teacher education students should be guided to encounter and analyze classroom teaching and translate theories into practice.

b. Opportunity should be provided for the teacher education student to develop competencies in the use of various instructional resources, techniques and methodologies.

c. Teacher education students should be directed and assisted in examining the stated curricula of the school as demonstrated in the experiences provided for the pupils, how curricular changes occur and how the curricula relate to the pupils of the community.

d. Provision should be made for the teacher education student to become aware of the larger community in which the school is located.

e. A field experience of sufficient duration to warrant the equivalent of a full course load for one quarter should

be provided (dependent upon the institution's program). The student's uninterrupted efforts will be devoted to the professional laboratory activities in a school situation. During this assignment, the student must be carefully supervised at regular intervals by both college and school personnel to insure maximum benefit to the student.

f. The in-depth laboratory experiences should provide the college reliable information and performance data with which to verify program completion.

g. Educational settings for professional laboratory experiences should be only in schools and agencies offering optimum opportunities to study pupils and the learning resulting from the program.

h. All of the professional laboratory experiences leading to program completion should be sequenced to provide careful guidance and movement of the student from the role of the observer to competence in planning, developing, implementing and evaluating the instructional program to which the student is assigned.

i. The in-depth laboratory experiences (student teaching, practicum, internship) must occur within one's proposed level and field of teaching and be specifically designed to meet the objectives of one's approved program.

Selection of Professional Laboratory Centers

The quality of professional laboratory experiences depends upon many complex factors. The various agencies concerned with professional laboratory experiences need to work effectively for similar goals, discharge their specific responsibilites, understand the roles they play and communicate with each other. Colleges and schools have a mutual responsibility in the selection of centers. Educational centers need to collaborate on roles and responsibilities. A center collaborating with colleges should

a. exemplify the policies, philosophy and objectives necessary to achieve the optimum goals of the teacher education institution.

b. assume an active role in teacher education as a legitimate part of its public and professional obligation.

c. have a staff dedicated to improving the teaching profession.

d. continuously promote curriculum development and instructional improvement to ensure a vital program.

e. encourage research, experimentation and innovation in education.

f. organize and promote staff development activities for supervising teachers.

g. meet Georgia public school Standards.

h. have a professional library of reference materials and periodicals pertinent to the needs of teachers.

i. have adequate space to accommodate well-rounded programs for their students and have an adequate supply of instructional materials and aids. Where campus facilities for laboratory experiences are used, these facilities should be supplemented by off-campus centers selected in light of the above requirements.

Teaching Field

General criteria related to the subject matter of the teaching fields

a. The institution should limit its professional curricula to preparation for those teaching fields in which it has adequate staff and facilities. There should be a strong undergraduate teaching field before a graduate program is instituted.

b. Instruction in the subject matter of any teaching field should be under the direction of staff members who qualify as faculty members in regionally accredited institutions. Faculty members responsible for teaching field courses must be considered for that assignment based on preparation or experience.

c. The content of the special field requirements should give consideration to the suggestions of specialists in the content

field but also to the teachers of professional education and representatives of the public schools. Consideration should be given to materials available from the Teacher Education Services of the Georgia Department of Education.

d. In addition to the teaching field, each prospective teacher should be encouraged to acquire experience in directing some student activity.

Criteria for Graduate Programs (Fifth and Sixth Year)

1. Advanced study is a continuous process of growth and development in breadth and depth toward the realization of the optimum potential of each individual throughout his or her professional career.
2. Advanced study for initial preparation for teaching is permissible if the sequence of graduate study is formulated so that the late decision student's first encounter with professional study includes the essentials of the undergraduate criteria for professional study. (The structure can permit a student to count the equivalent of one quarter of graduate study completed for T-4 certification toward the T-5 certificate for teaching, provided that minimum certification standards are met at both the T-4 and T-5 levels.
3. An understanding of the social foundation of education is especially desirable for persons seeking graduate degreees in education. Their professional effectiveness is dependent upon a greater awareness of the community, understanding of how public affairs are conducted and skills for working with community leaders.
4. Approved graduate programs should be related to the Goals for Education in Georgia (especially those concerned with individualizing instruction, extending career education to all students, improving student self-concept and compensating for or removing the effects of economic or cultural deprivation and physical or mental handicaps).

   If a student in an approved graduate program is teaching in a school within the state, that school should participate in the preassessment of the student.

   If a student is not teaching in a state school system, but has completed student teaching, a performance assessment by both the school system supervising teacher and the college supervisor should be provided.
5. The graduate professional laboratory experiences for initial preparation for teaching should include the essentials of the undergraduate professional laboratory experiences, though completed as a college supervised internship and/or a practicum in a realistic school setting.
6. Unless specified differently in the teaching field criteria, graduate programs will require undergraduate preparation appropriate to the field of the graduate study. The graduate teaching field component at the fifth year level must total a minimum of 25 quarter hours.
7. Approved programs for teachers and school service personnel at the fifth year level must include, based upon individual assessment of each student, the following areas of study—the nature of the learner and the school in the social order, programs of the school or problems of teaching and formal provision for the development of competence in using research methodology with particular emphasis on the use of research findings in education.
8. Approved programs must provide for the above areas in the program and syllabi must reflect such study, with emphasis on the following.
   - Professional attitudes and values as well as skills
   - Uniqueness of the individual and his or her learning style
   - Flexibility in working with various types of students
   - Adaptation to changing patterns in curriculum

- Selection, development and use of a variety of curricula
- Selection, development and use of a variety of curriculum materials and instructional media
- Development of repertoire of teaching techniques appropriate for children with varying backgrounds, levels of development and needs
- The process of choosing one's life patterns of work and leisure time

9. It is required that continuous five-year programs include (at bachelors and/or masters level) the professional laboratory experiences comparable in objectives to those specified for undergraduate programs. Additionally, at the graduate level, it is desirable that suitable practicums, field programs, internships or participation activities, will be provided and will build on previous basic laboratory experiences.

10. The total fifth year and the total sixth year will each consist of at least one academic year, or the equivalent, of credit.

11. The student must have completed three years of appropriate school experience prior to completion of the sixth year program.

    The fifth and sixth years combined must include 50 quarter hours applicable to the teaching field or service area for which the certification is designed. At least 25 hours of the sixth year level must be content and/or professional study applicable to the field or service area.

12. To facilitate the student's acquisition of skills necessary for translating new knowledge into improved practice, approximately 25 percent of the fifth and sixth year programs should include a field-based laboratory component. Field-based does not mean campus courses taught in the field but rather those phases of the program designed to assist the student to translate new knowledge and understanding into improved performance in a school setting. The field-based laboratory experiences must be streamed throughout the program, and must be reflected in many courses based upon assessed needs of the student and specific objectives of the course. The institution's course syllabi and program descriptions must specify the field-based experiences required for each program for students at varying levels of competence.

13. Unless specified differently in the teaching field criteria, the sixth year program for an individual student must be based on the completion of the fifth year requirements in the same field.

    The study in professional education at the sixth year level should advance the student beyond demonstated levels of competence at the masters level. The courses or experiences should be selected so that the student's total graduate program represents a logical whole. The sixth year level professional education program must include the areas of education assessment, measurement or research; advanced educational or developmental psychology or other advanced foundations of education; and school curriculum planning, supervision or administration.

Criteria for Graduate Programs (Doctoral)

These general criteria are a means of evaluating doctoral programs to assure that reasonable courses of instruction are provided and evidence of reasonable educational accomplishment is required.

These criteria will be applied to institutions offering doctoral programs in Georgia.

Procedures for Program Development

This section emphasizes that the preparation of teachers should be related to the purposes of the institution and should be an institutionwide activity.

a. The institution must hold regional accreditation at the level where certification is being sought by graduates.

b. The purpose and policies of the institution should include a commitment to the preparation of educational personnel.

c. Programs should be developed under the leadership of the head of education in the institution.

d. Each department or division of the institution which contributes to the preparation of teachers should be involved in program development.

e. Control of program operation should be centered in the head of education.

f. Program planning should reflect evidence the program objectives are related to job definitions and professional responsibilities for which educational personnel are prepared.

g. Trends in education as revealed by current research findings should be carefully considered by those responsible for program planning.

h. Program planning should include provisions for progam evaluation by students while in the program and after completion of the program. Continuous program evaluation should also be conducted by the institution.

i. Program planning should include provision for experimentation in program flexibility within the requirements of the program.

j. Provision should be made to evaluate the ability of students completing the program to perform in school settings.

Program Design

The design of doctoral programs should provide flexibility to the extent that each student's program is a logical extension of work experience and previous work taken at the undergraduate and/or graduate level.

a. There should be clear statements of course purpose, objectives and content to be derived from and linked to specified student outcomes. All evaluation should show this relationship.

b. The program should include procedures for continuous and final evaluation of student performance.

c. The doctoral program must be such that the person upon completion of the program would have qualified for the sixth-year program in the field of service for which certification is sought.

d. There should be access to adequate instructional resources, both material and personnel.

e. The professional education sequence increasingly should be competency based.

f. The program should provide means whereby students can establish an area of specialization as well as broaden the base of his or her field.

g. Independent research competence is a necessity. The program should

   1. provide opportunities for a student to demonstrate that he or she can identify significant educational problems in the job setting and apply appropriate research procedures to solve problems and improve professional practice or conduct original research which adds to the knowledge of the field.

   2. Provide for verification of demonstrated research competencies through either a formal defense of research project or projects or through another approvable procedure to be described by the institution.

Staff and Facilities

Excellence in staff and facilities is required to meet the demands of teacher preparation for today's schools.

Staff

1. The institution should provide staff adequate in number, with specialized graduate preparation in the teaching field, professional education and school experience to

   a. give direction and provide leadership for program develpment, planning and evalution.

b. implement admission policies and provide adequate counseling for students in the area of program planning, selective retention and career planning.

c. provide appropriate flexibility and rigorous academic standards in all areas where programs are proposed.

d. coordinate laboratory experience so that theory has a counterpart in practice.

2. Instructors in the professional sequence should be sensitive to the importance of providing a logical and cohesive sequence of theoretical instruction and laboratory experience.

3. Personnel from academic areas other than education who assist with the preparation programs should be aware of their contribution to teacher preparation programs.

   This awareness can be enhanced by

   a. frequent contacts with schools to study the instructional process.

   b. a strong philosophical and theoretical orientation to education given by members of the division of education.

Facilities

1. Library materials should be readily available in quantity and quality required to support individual reading at the level where the degree is being sought. These should include a selective general collection, authoritative professional material, reasearch literature and in-depth material in the content of the field of specialization.

2. Instructional media in a wide variety should be available to instructors and students.

3. Facilities should be made available to implement student and/or staff research.

Admission, Retention and Guidance Procedures

To insure the entrance of only those students who have the potential to develop appropriate levels of competency, the institution should have a well-defined plan of selective admission, retention and guidance.

Admission

1. The institutional admission policies governing initial entrance to the institution should be such that those admitted possess the potential of successfully completing the program they wish to pursue.

2. A formal screening committee should be provided with delegated authority to implement approved policies.

3. Adequate records which are well-planned, diversified and current should provide one basis for decisions about admission to teacher education.

4. Factors to be considered in the screening process should include emotional maturity, moral and physical fitness, general intelligence, demonstrated competence in speech and basic skills and professional interest.

Retention

1. Policy for selective retention should be clearly stated including standards to be met and dismissal procedures to be followed.

2. The selective retention of a student should be the joint responsibility of the head of education and the staff members who participate in the implementation of the student's planned program.

3. The factors which are considered in defining admission policies should receive continued consideration in defining retention policies with the added consideration of the student's performance in a school setting.

4. Decisions concerning retention should be closely allied to institutional structure so that such decisions reflect staff thinking on policy.

Guidance

After admission to a preparation program, the student should have his or her performance record and planned program reviewed at regular intervals by personnel responsible

for coordinating the student's program. As a follow-up of such review there should occur

1. conferences with the student to encourage self-evaluation of his or her academic and professional progress and fitness for a teaching career.
2. Referral of the student to available and appropriate institutional and community agencies if specialized help for identifiable problems seems advisable.
3. Information concerning the student's progress should be communicated to administrative and faculty personnel involved in decisions about retention.

Staff and Facilities

Staff for Instruction and Adminstration of Professional Education

Well-qualified staff is essential to achieve a program of high quality in teacher education. The faculty should be qualified by preparation and experience related to their specific assignment and responsibility.

1. Regulations concerning assignment, load, tenure, retirement and other standards applicable to the general faculty should serve as minimum standards for the teacher education faculty.
2. The professional study described in these criteria will be offered in the identified education unit by faculty members fully qualifying as staff who have been oriented by experience and preparation to the public schools and who qualify as full-time and part-time appointees of the education unit. Faculty members should maintain close contact with curriculum developments in the schools.
3. The director of school personnel preparation must hold the doctorate and possess preparation and experience sufficient to understand education in public schools.
4. Faculty assignments should make maximum use of faculty preparation and experience. While a small faculty can serve several programs adequately, there should be no over-extension or assignments of faculty in areas in which they are not competent.
5. The faculty should possess appropriate specialization in each of the areas of social foundations, learners and learning, professional laboratory experiences, teaching strategies, curriculum and instruction and media. Faculty for graduate professional education should consist of persons with doctoral specializations appropriate to these areas and appropriate to the teaching specialty.
6. Continuing personal and professional growth of the staff should be encouraged through study, travel, research, writing and attendance at staff and professional meetings. Funds should be set aside for this purpose.
7. Class size should provide for maximum opportunities for effective instruction. In determining class size, recognition should be given to such factors as type of activity, efficiency of teacher personnel, facilities, equipment and staff available.
8. Loads for faculty should be based on approximately 15 students per quarter engaged in full-time laboratory experience to one full-time faculty member.

Facilities

1. The facilities required for a program for the preparation of school personnel fall into two categories: facilities for on-campus study and facilities for laboratory experiences. Facilities for on-campus study include instructional space, laboratory space and library facilities for both the subject matter courses of the various teaching fields and the professional education sequence. Laboratory facilities for the education sequence should include a curriculum materials center which would provide the student access to a variety of current materials pertinent to the public school curriculum. There should also be access to a variety of audiovisual equipment, affording the student training in both the preparation of materials and the operation of equipment as well as in the use of materials and equipment in instruction.
2. There must be reference materials, including standard reference works commonly found in the schools in which the students will teach. There must be provision for periodicals (both current and bound) pertinent to the needs of students in preparation for teaching. There must be a file of yearbooks in the various

areas of education appropriate to the needs of both faculty and students in preparation for teaching.

3. The site for laboratory experiences should be schools with adequate space to accommodate a well-rounded program for the students and must be equipped with an adequate supply of instructional materials and instructional aids. Where campus facilities for laboratory experiences are used, these should be supplemented by off-campus centers selected in light of the above requirements.

4. In addition to the legal requirement concerning endowment, the college or university must, for approval in any field of teacher education, furnish evidence of an annual budget adequate for the maintenance of a sound program of teacher education.

Admission and Guidance

A. For purposes of admission and continuation in the program, there must be evidence of the application of standards of scholarship, personality, health and behavior. Those students not meeting the standards prescribed must, through a sound system of screening, be eliminated from the teacher education program. Students seeking admission from other colleges or universities or from other colleges within a university must meet the same standards required of regularly enrolled teacher education students. A college or university will recommend for certification only those who have completed approved teacher education programs.

B. The college or university must give evidence that it provides a sound functioning program of counseling, educational guidance and related personnel services. In evaluating this program, the department of education will examine the following.

   1. The organization of the total counseling and advisory program with special attention to the needs of prospective teachers
   2. The qualifications of those responsible for counseling and related personnel services
   3. The orientation or introduction to education
   4. The central filing system which includes a permanent cumulative record of each student
   5. The extent to which cumulative records are used by individual faculty members

C. The director of teacher education shall function as a titular advisor to all students in preparation for teaching and to all college or university teachers of courses in which prospective teachers are enrolled.

D. Each college or university approved for teacher education must maintain a central placement office for graduates and alumni seeking employment as teachers. This office should be conveniently located and contain the necessary filing facilities and interview rooms. Each college or university must maintain files of current information on the supply and demand of teachers and of salary schedules.

E. Colleges and universities approved for the preparation of teachers must provide evidence of program evaluation procedures designed to encourage the continuous improvement of programs for the preparation of professional school personnel.

F. The college or university must provide health services.

G. The institution's measure of academic quality (at least **C** average) for those entering school positions will be such as to reflect quality of the total and complete study of the student in his total college program.

H. The college or university must provide evidence that it has in operation an active program whereby high school and college students are recruited into professional education.

I. Admission standards to sixth year programs include the following.

   1. Standards for admission to the sixth year program should be clearly delineated, accessible and made available publicly.
   2. Admission standards will include multiquantifiable evidence of adequate academic ability to complete an advanced graduate program.
   3. The masters degree from a regionally accredited institution must be held by the applicant.
   4. Provision should be made for applicants initially denied admission to request a review of their application by a review committee.

Chapter 3

Teaching Field Criteria

Criteria for College Programs in Early Childhood Education (Grades K-4)

Approved November 1975

Frame of Reference

The Georgia Board of Education believes that providing good education for young children is one of the soundest investments possible in education. In view of the weight of evidence evaluating the effects of early experience and education, early childhood education should be given high priority in a first rate system of public education. As used in these criteria, "Early Childhood Education" refers to education programs for children from kindergarten through the fourth grade.

It is increasingly apparent that teachers of young children need professional preparation far beyond the traditional routine-oriented programs of past decades. Research findings confirm that early childhood is a time of critical importance in the educational life of an individual. A successful start in school has continuing importance and efforts to compensate for a poor start are never fully successful. Colleges, therefore, are faced with the task of preparing teachers grounded in the understanding of principles of human growth and development and principles of the learning process especially applicable to the young child.

As the need for qualified teachers in programs for young children increases, it seems important to have teachers prepared in the teacher education institutions of the state who would be both qualified and certified to meet this need.

Program Design

These criteria present guidelines which appear to be consistent with preparation standards for teachers in Early Childhood Education as approved by the Executive Board of the Association for Childhood Education, International, and by the Executive Committee of the National Association for the Education of Young Children. Within such guidelines is the basic assumption that since there is no sharp demarcation from one growth and development stage to another, teachers of Early Childhood Education should be acquainted with the broad spectrum of middle grades (4-8) also.

The specific preparation for teachers of young children that tends to distinguish this program from the general program in elementary education should have its identifiable constituents in the various components of program design. Among these is the recognition of the value of auxiliary personnel and differentiated staffing patterns.

Undergirding the total program design should be the assumption that learning is a continuum, extending from infancy throughout adulthood, and that teaching must emphasize helping the student learn how to learn rather than merely how to master a body of factual knowledge. Experimental approaches to the teaching-learning process should be demonstrated repeatedly in the planned program design. Students should be guided in acquiring the necessary attitudes and skills so that children can sense early the challenge of becoming responsible for their own learning. Care should be taken to assure that students enrolled in the program acquire the necessary knowledge and insights to function adequately in the following general areas.

- Knowledge of child growth and development. Specific expertise is required in the needs of the child between the ages of birth and nine years. Knowledge of impulse control, ego development and discipline techniques appropriate to the

young child are some examples of specific knowledge needed.

- Knowledge of parents, parent education, various cultural milieus, ways of working with parents.
- Knowledge of appropriate curriculum content and basic diagnostic skills.
- Knowledge of learning and the nature of learning as it relates to this age group. Knowledge of the nature of problem solving, encoding and decoding skills appropriate to this age.
- Knowledge of group dynamics and recognition of the unique ecological niche occupied by each child and how these affect growth and learning.
- Knowledge of the value of paraprofessionals and volunteers in educational programs; their recruitment, training, use and supervision as members of teaching teams.

Study at the undergraduate and graduate levels should be so designed that specialization in Early Childhood Education is on a continuum. The student, as he or she progresses through a cohesive, logically planned program, should be able to experience continuous growth in insight of young children and skills for working with them.

Criteria for Undergraduate Programs

General Education

General education criteria in Chapter 2 should be met.

Professional Education

In addition to the professional education criteria in Chapter 2, the following criteria should be met.

The program should include a well-planned sequence of professional education with emphasis on laboratory experiences which includes supervised experiences in kindergarten and in one or more of grades one through four, to include the items listed below.

a. Planned and guided observations of children in various phases of the activity pattern of programs of early Childhood Education.

b. Planned and guided participation in the teacher role with children through grade four both in pre-student teaching situations and in the student teaching assignment.

c. Planned and guided experiences with the differentiated team approach with children through grade four that would involve work with paraprofessionals, auxiliary personnel, parents and representatives of various community agencies.

Institutions are encouraged to provide learning experiences which merge theory and practice and which are taught by teams composed of representatives of institutions of higher education and local educational agencies. Such shared activities should be a part of both an undergraduate and a graduate program.

Teachers of Early Childhood Education should acquire competencies in working with parents of young children in areas concerning family, child care, intellectual, social, motor and affective development of children.

Teaching Field

Studies in this component of the program design include content to be taught to students as well as supplementary knowledge from the subject matter fields and from allied fields. To augment and supplement the knowledge, attitudes and values acquired through the general education component, studies in the content of the teaching field should foster the following in prospective teachers of young children.

a. Understanding of the fundamental structure of the disciplines from which he or she will draw the content to be presented to children, and skill in tailoring such content to the interests and capacities of the young child.

b. Understanding of the reading process and the related language arts of speaking, listening and writing. Involved in such understanding will be a thorough knowledge of play in all learning by the young child.

c. Understanding of the social, political, geographic, economic and technological forces that shape the child's world. Such understanding should be accompanied by skill in presenting relevant information about such forces both to the child and his parents.

d. Extension of knowledge of basic physical and biological science with the acquisition of the necessary skill to convey relevant scientific information to the young child in a meaningful way.

e. Extension of knowledge of the historical development and function of mathematical concepts in world cultures, and acquisition of the necesary skill to help the young child gain increasing insight into number relationships.

f. Skill in guiding the young child in a satisfying exploration of a variety of creative and practical arts.

g. Adequate competency in work with music fundamentals to provide experience for the young child in music, drama, rhythm and dance.

h. Knowledge of health education principles as such concern the following.

   1. Safe and healthful school environment
   2. An adequate program of school health service
   3. A developmental instructional program of health concepts
   4. A balanced program of physical activity and movement education appropriate for the young child.

i. Knowledge of the methods of critical inquiry in the curriculum. The program, therefore, should provide study directed toward

   1. developing an understanding of the relationship among the fields of knowledge applicable to Early Childhood Education (nursery school through fourth grade).
   2. developing skill in using the scientific method, and in thinking and studying independently, experimenting and using conceptual processes.
   3. developing knowledge and skill in selecting and using a variety of teaching media, techniques and strategy.
   4. acquiring the knowledge and insight necessary to select from the curriculum areas a sequence of concepts that should be introduced to young children.
   5. acquiring the necessary insight and skills to foster a creative approach to teaching which would help to release the creative potential of each child.
   6. developing an awareness of self and skill in understanding the relationship of the child to the family and to the community.

Criteria for Graduate Programs

Professional Education

General criteria for graduate programs in Chapter 2 should be met.

Teaching Field

The program of study at the graduate level should provide an opportunity for the student to fill gaps identified in previous study and help him or her to acquire additional breadth and depth of understanding of the curriculum areas commonly ascribed to Early Childhood Education. Performance should be consistent with graduate level work.

Individualization of program planning should be directed toward developing increased proficiency in using the concepts, understanding generalizations and skills which apply to Early Childhood Education.

Staff and Facilities

Staff

General staff criteria in Chapter 2 should be met.

Facilities

General facilities criteria in Chapter 2 should be met.

Admission and Guidance Procedures

In addition to the criteria identified in Chapter 2, the following criteria should be met.

In a program of selection, the student should be encouraged to evaluate his or her own potential for working effectively as a teacher of young children and should be given professional assistance in this evaluation. The Admission and Evaluation Committee should be sure that each applicant has the capability of becoming an early childhood education teacher with appropriate attitudes and interpersonal behavior.

In screening applicants for admission to the program, the teacher education institution should have an awareness of its responsibility to young children and to the profession.

Criteria for College Programs in Middle Grades Education (Grades 4-8)

Approved January 1977

Frame of Reference

Elementary education programs, which theoretically cover eight grades, cannot be expected to prepare teachers for the important primary or lower elementary grades with their unique demands and, at the same time, for the middle or upper elementary grades with their equally unique demands. Likewise, the general secondary teacher preparation programs cannot, and do not, focus sufficiently on early or emerging adolescent education. Only as teacher education programs are planned specifically for the middle grades, and such focus reflected in certification, will the education of early adolescents receive the attention its life-long importance merits.

Program Design

Criteria for Undergraduate Programs

General Education

General education criteria in Chapter 2 should be met.

Professional Education

Professional education criteria in Chapter 2 should be met.

Teaching Field

As a result of his or her teacher education program and based upon the nature of the middle grade learner, a teacher will need competencies (knowledge, skills and attitudes) in the following areas.

1. Understanding of the nature and diversity of the middle grade learner related to physical, emotional, social and intellectual development.
2. Understanding of the comprehensive middle grade program—its transitional nature—and the need for inter- and intraschool articulation.
3. Understanding of the reading process and familiarity with the role of books in the education of the child, along with other educational media.
4. In-depth preparation in at least two teaching areas applicable to the middle grade program. Primary concentration must be in language arts, mathematics, science, or social studies. All teachers must show competence in the areas listed above. Secondary concentration may be in the above areas or art, music, health/physical education or career education. Primary and secondary concentration may not be in the same area.
5. Understanding of the plan of career exploration within the middle grade program.

The teacher of middle grades will need to develop skills and attitudes resulting in the ability to

1. interact constructively with other adults and with students.
2. assess the needs of students and provide for individualization in the instructional setting based on these assessed needs.
3. organize instruction and utilize appropriate personnel to meet student needs, whether for remediation, horizontal or vertical enrichment.

4. develop basic skills (in mathematics and language arts) through activities in all content areas.
5. implement and maintain a management procedure which fosters the attainment of desired behavior in learning, utilizes the knowledge of group dynamics, and provides developmental guidance for individual students.
6. make effective use of print and non-print resources in planning learning activities.
7. use effective facilitation and communication skills (both oral and written) with parents, learners and other professionals in planning, implementing and explaining programs appropriate to the middle grades.
8. work in cooperative teaching situations, multidisciplinary instruction and team teaching.
9. use appropriate teaching strategies to meet student needs in physical, social, emotional and intellectual development.
10. be responsive, approachable, supportive, and show regard for others.
11. provide for adequate skill development for each individual.
12. create activities in a climate which will encourage the development of personal value systems, acceptance of self and understanding of the uniqueness of others as they relate to our national heritage, good citizenship, career development and the role of the family in society.
13. foster self-directed learning through experiences which use critical thinking and problem solving.

Criteria for Graduate Programs

Professional Education

General criteria for graduate programs in Chapter 2 should be met.

Teaching Field

Graduate programs in Middle Grades Education should be directed toward developing teachers who

a. demonstrate knowledge of middle grade learners and can apply this knowledge to the learning situation.
b. demonstrate knowledge of desirable middle grade programs.
c. demonstrate ability to recognize and reinforce the basic skills essential to middle grade learners. Specifically, this should include reading.
d. demonstrate competence to apply appropriate assessment processes, design and implement appropriate instructional strategies to fit diverse abilities and meet assessed needs and demonstrate ability to individualize instruction.
e. demonstrate adequate background in general education and all basic instructional areas.
f. demonstrate substantial mastery of two teaching areas applicable to the middle grades program. This will include the further development of one or more areas of concentration. For some it would mean the development of a broad base of preparation in several of the basic instructional areas.
g. demonstrate competencies in classroom management and guidance skills appropriate to middle grade learners.
h. show appropriate facilitation skills with parents, learners and other professionals in planning, implementing and explaining programs in the middle grades.
i. demonstrate understanding of research methodology and its application in the instructional setting.

Staff and Facilities

Staff

General staff criteria in Chapter 2 should be met.

Facilities

General facilities criteria in Chapter 2 should be met.

Admissions and Guidance

General admission and guidance criteria in Chapter 2 should be met.

Criteria for College Programs in Secondary Education (Grades 7-12)

Agriculture Education

Approved September 9, 1982
Effective September 1, 1983

Frame of Reference

More than ever, it is important to have highly skilled and versatile teachers of vocational agriculture. World population growth has created new demands for food and fiber that can only be met if we provide the most up-to-date training and retraining to persons responsible for their production. Furthermore, the last 20 years have brought changes in society that call for teachers conversant in agricultural domains other than production, for example, horticulture, agribusiness, energy conservation and creation-utilization. In addition, the vocational agriculture teacher also aids secondary students in their transition from the youth culture to the adult roles of worker and consumer.

The vocational agriculture teacher must be scientifically literate. He or she must have a sufficient grounding in science to benefit from the periodic retraining required to keep up with advances in a complex and ever-expanding technology. The training, then, for such a person must provide for some serious specialization while at the same time incorporating the flexibility to meet a variety of school and community needs.

All of these needs dictate teacher education programs in vocational agriculture which assure that participating students acquire appropriate competencies. In the following pages those competencies are outlined, as well as the program structures and staffing to produce them.

A. General Competency

The vocational agriculture teacher should have a balanced education in a wide variety of fields related to agricultural education. Among those fields should be agricultural economics, agricultural engineering, agronomy, horticulture, forestry and animal science.

B. Specific Competencies

Teachers of vocational agriculture must demonstrate the following specific competencies

1. The ability to organize and implement the instructional program.
2. The ability to demonstrate skills in agriculture production and management.
3. The ability to select and use appropriate instructional media and appropriate curriculum materials.
4. The ability to use the psychology of learning to develop programs sensitive to the needs of individual learners in a culturally pluralistic society.
5. The ability to demonstrate through application appropriate student assessment skills.

Program Design

Criteria for Undergraduate Programs

To prepare persons in the area of vocational agriculture, undergraduate and graduate programs should be comprised of a broad general education along with generalized

and specialized content that will serve as a prerequisite for entry into teaching and graduate studies. In designing the basic and advanced programs, general adherence to the following guidelines is suggested.

Guideline A
The undergraduate program should provide study in undergraduate fields and preparation for graduate study.

Guideline B
The graduate program should require, in addition to the B.S. studies, opportunities for sufficient breadth and depth to assure competency for performance as a teacher or professional person in agriculture.

The program should provide understanding needed by the agriculture teacher educator which will include coursework and skills in the following areas

- General Education
- Professional Education
- Teaching Fields

General Education

General education criteria in Chapter 2 should be met.

Professional Education

Professional education criteria in Chapter 2 should be met.

Teaching Field

General criteria for undergraduate programs in Chapter 2 should be met.

The content of the teaching field should comprise a minimum of 75 quarter hours in four areas, described as follows.

a. A core of 40 quarter hours with at least 10 hours in each of three areas selected from Agribusiness, Forestry, Agriculture Power and Mechanics, Production Agriculture or Horticulture, with courses selected from Agriculture Economics, Agricultural Engineering, Agronomy, Horticulture, Forestry, Animal Science or Food Science. The remaining 10 hours may be taken from the core or from additional courses selected in the sciences described under b.

b. 15 hours in science selected from courses such as plant pathology, entomology, bacteriology, genetics, botany and biology.

c. A concentration of 20 additional hours taken from one of the five concentrations in the core as listed below.

Areas of Concentration

Following are the five areas of concentration, with the knowledge and skills covered in each area.

1. Agribusiness

A minimum of 20 quarter hours in agribusiness with course work that will develop competencies and skills in

a. the application of principles of agriculture economics to the resolution of problems related to agriculture and farm business and decision-making in agriculture production and distribution, prices, interest and credit, demand and supply, and comparative advantages.

b. the application of scientific approaches to marketing farm products and managing farm income through private and cooperative arrangements.

c. the application of economics to use of land and the application of methods of land appraisal.

d. the impact of social, economic and political structures on farm economics.

2. Agriculture Power and Mechanics

A minimum of 20 quarter hours in agricultural engineering and agricultural mechanics with coursework that will develop competencies and skills in

a. using the principles of farm machinery with emphasis on selection, operation, care and repair; and

b. selecting, installing and maintaining electric motors and controls;

c. selecting, maintaining, and repairing equipment for conveying, grinding, mixing and separating; and

d. using wood, metal and masonry in agriculture.

3. Forestry

A minimum of 20 quarter hours in forestry with coursework that will develop competencies and skills in

a. identifying and classifying trees, shrubs and other plants of importance to the management of forest resources;

b. establishing, managing, harvesting and marketing forest products;

c. using forests for recreational pursuits; and

d. conserving and managing fish and wildlife.

4. Horticulture

A minimum of 20 quarter hours in horticulture with coursework that will develop competencies and skills in

a. propagating plants by both sexual and asexual means;

b. producing and marketing nursery crops;

c. producing and marketing greenhouse crops;

d. classifying and identifying plants grown for ornamental horticulture purposes;

e. producing and managing turf grasses and lawns; and

f. establishing and maintaining the landscape.

5. Production Agriculture

A minimum of 20 quarter hours in production agriculture with coursework that will develop competencies and skills in

a. using agricultural economics and the application of these principles to solution of agricultural problems;

b. using wood, masonry and metal work necessary for agricultural production;

c. producing and marketing agronomic crops including crops grown in major agricultural areas of the United States; and

d. breeding, feeding and management of livestock and poultry.

Criteria for Graduate Programs

Professional Education

General criteria for graduate programs in Chapter 2 should be met.

Teaching Field

The education of individual teachers can be developed in-depth in agriculture or in breadth in any combination of these areas for the T-5 and TS-6 programs. Graduate programs at the T-5 and TS-6 levels should include a minimum of 25 quarter hours each in the teaching field (content) areas.

Staff and Facilities

Staff

The following descriptions suggest minimum provisions for staffing and facilities.

Professional Staffing

Fifty percent of the agricultural education faculty have an earned doctorate; 100 percent have earned master's degrees in agricultural education.

All faculty meet requirements for certification to teach vocational agriculture with at least three years of successful teaching experience in vocational agriculture.

Members of the agricultural education faculty have 12-month appointments.

Faculty members have demonstrated leadership roles and have participated in professional organizations at state and national professional improvement meetings.

A minimum of two FTE (full-time equivalent) faculty are employed to help students learn needed competencies in agricultural education, advise students and supervise intern experiences. An adequate number of FTE members are provided by the department to meet degree/certification needs and to conduct research as well as in-service functions.

Technical Staffing

A minimum of four FTE faculty is employed to meet the technical education requirements of students in each of the following areas.

- Agricultural Engineering and Mechanics
- Plant and Soil Science
- Animal Science
- Agricultural Economics and Business Management

Comparable staffing is provided in specialized areas of certification (e.g. ornamental horticulture, agricultural products processing, forestry and natural resources).

Facilities

Modern livestock, greenhouse, agricultural mechanics and experimental farm facilities are used in the teacher education program.

The teacher education faculty in agriculture is provided adequate office and conference space and equipment.

An adequate classroom is available for instructional activities in agricultural education. The classroom is equipped with appropriate furniture, audiovisual equipment and reference materials.

The institution provides a resource center used by the staff and students in agricultural education for the development of lesson plans and instructional aids.

Standard and contemporary reference materials in agricultural education, vocational education and technical agriculture are available.

Admission and Guidance

General admission and guidance criteria in Chapter 2 should be met.

Business Education

Approved November 1970

Frame of Reference

The base of business education in the secondary school should be broadened to adapt it to changing social, economic and business needs. Some major factors to be considered are assisting individuals in understanding and solving economic problems encountered in everyday living; providing a background for advancement in the business profession; applying business competence in the home and community; and building definite skills, abilities, and attitudes appropriate to various beginning jobs.

On the eighth and ninth grade levels, business education outcomes are concerned with (1) economic literacy (understanding the organization and operation of the economic system and developing a vocabulary of economic terminology); (2) developing consumer knowleges, skills and attitudes; (3) developing basic skills in computation and oral and written communication; and (4) knowledge of career opportunities in business.

On the tenth, eleventh, and twelfth grade levels, business education is concerned with the development of (1) knowledge, skills, and attitudes in human relations; (2) consumer knowledges, skills, and attitudes; (3) economic literacy; and (4) vocational competency (specific job skills and background information for entry and advancement in business employment).

The preparation of business education teachers qualified to achieve all these objectives may require more time than is available in undergraduate work; hence, some degree of specialization should be set up on a basis of the three types of approved programs for vocational business education teachers. The Vocational Business Education program approved for Georgia high schools offers preparation in three specific avenues of work: stenographic, clerical, and business management. These three groups may be prepared for in business teacher education by providing three business certificates: Comprehensive; Bookkeeping (accounting) and Business Management; Business Data Processing and Accounting (bookkeeping).

Program Design

Criteria for Undergraduate Programs

General Education

General education criteria in Chapter 2 should be met.

Professional Education

In addition to the professional education criteria identified in Chapter 2, the following criteria should be met.

a. The program should develop an understanding and appreciation of the function of the business education curriculum in the modern secondary school.

b. The program should provide for an understanding of the teaching-learning pro-

cess and skill in the use of teaching methods and materials necessary to an effective secondary business education program.

c. Laboratory experiences should be an integral part of the professional education sequence, and provisions should be made in scheduling procedures for students to

1. observe pupil behavior and teaching methods in approved secondary school programs.
2. study programs in business education departments of approved secondary school programs.
3. participate through student teaching in business education departments of approved secondary school programs.
4. student teach at the level and in the field for which the prospective teacher expects to be certified.
5. receive student teaching assignments and supervised student teaching experiences through a cooperative effort of the business education staff, the professional education staff and the school system.

Teaching Field

a. The business education teacher must be prepared to teach in one of the three certification areas: (1) Comprehensive—qualifying a teacher in all business subjects (including stenographic and clerical), except business data processing; (2) Bookkeeping (accounting) and Business Management—qualifying a teacher in all business subjects except shorthand, transcription and business data processing; (3) Business Data Processing and Accounting (bookkeeping)—qualifying a teacher in business data processing and related subjects, except shorthand and transcription.

b. The program of studies should provide opportunities for the student to

1. acquire proficiency in appropriate skills and business background subjects that are integral parts of the business education curriculum in the modern secondary school.
2. schedule a sequence of skill courses in order to create a maximum of continuity in the mastery of the desired skills.

c. Flexibility in adjusting the planned program to meet the student's needs should be safeguarded by the inclusion of elective credits.

d. Opportunities should be provided in the elective program for students to build strengths in one or more of the following areas: business mathematics, marketing, insurance, business law, real estate, report writing, introduction to business, business organization, data processing or computer science, statistics, accounting, business economics, business communications, and management.

Criteria for Graduate Programs

Professional Education

General criteria for graduate programs in Chapter 2 should be met.

Teaching Field

The program of study at the graduate level should provide an opportunity to supplement and build upon the undergraduate program.

An applicant who has completed any one of the three undergraduate teaching fields in business may pursue at the graduate level a T-5, TS-6 or D-7 program in any other of these three fields.

Emphasis should be given to

a. concentration in areas of business in which inadequacies or weaknesses may exist.

b. strengthening and expansion of an individual's understandings and interests.

c. strengthening of understandings in human growth and development and of the total school program.

d. development of competencies in research and evaluation in the field of business or business education.

e. additional study in business, *i.e.* finance, real estate, management, marketing, economics, etc.

Staff and Facilities

Staff

In addition to the staff criteria identified in Chapter 2, the institution should provide an adequate number of staff members who are

1. qualified to provide effective counseling for students in career selection, program planning, and selective retention.
2. capable of providing leadership in program planning and continuous program evaluation in business teacher education.

Facilities

In addition to the required basic facilities mentioned in General Criteria, Chapter 2, the program should provide

1. rooms specifically adapted to the teaching of shorthand, office practice, business machines and other specialized vocational business courses.
2. modern equipment adequately maintained for the teaching of specialized courses. Such equipment should include typewriters, office machines, shorthand laboratory, audiovisual equipment, basic data processing equipment and other specialized equipment required.

Admission and Guidance

Criteria identified in Chapter 2 should be met.

Coordinated Vocational Academic Education (CVAE)

Approved May 1974

Frame of Reference

These criteria specify requirements for coordinators of coordinated vocational academic education (CVAE) programs, including the philosophical base undergirding the overall vocational education field. Such programs are exclusively on the graduate level. Teacher-coordinators of cooperative programs in vocational education are responsible not only for planning and conducting in-school quality instructional programs, but also for planning, organizing and coordinating supervised work experience programs for qualified students placed with cooperating community agencies of a business, technical, professional, governmental or agricultural nature. Teacher-coordinators work with school administrators, school faculty, community and business leaders, and regulatory agency personnel, to advance a student's educational and vocational career development. The coordinator must work closely with State Department of Education personnel in projecting, administering and coordinating programs consistent with local school, State and Federal standards.

The Vocational Education Act of 1963 and the 1968 Amendments resulted in significant changes and caused tremendous growth in vocational education programs throughout the nation. The 1968 Amendments specifically allocated funds to support programs of cooperative work experience and liberalized support for such programs. State and national advisory groups have emphasized the educational importance of programs as well as the economic desirability of realistic community training stations instead of expensive and often obsolete school laboratory facilities. Support for this kind of program among cooperating community agencies has shown a marked increase. The number of teacher-coordinators needed to staff expanding CVAE programs is expected to increase greatly.

Emphasis on broad, multi-occupational preparation at the job entry level in the public schools, coupled with requirements for specific funding of programs for identified groups (disadvantaged and handicapped), has also resulted in the expansion of cooperative programs already in existence and the creation of innovative programs in the same area. The CVAE program in Georgia is an innovative program. By the use of laboratory simulation and cooperative work experience, the program prepares dropouts, potential dropouts, handicapped, and educationally underachieving students for early exposure to employment. Attitude building and personal development are fused with career orientation and exploration. CVAE has had considerable success with students of the above classifications, and the number of teacher-coordinators employed has increased yearly since its inception.

This teacher preparation program is planned to provide for competencies not only in curriculum planning, counseling and instruction, but also in working with school faculty, civic, business and community leaders, youth clubs and regulatory agency personnel in the efficient planning and conducting of occupational instruction programs involving cooperative work experience.

Program Design

Criteria for Undergraduate Programs

None. CVAE programs begin at the graduate level.

Criteria for Graduate Programs

Specialization in cooperative vocational academic education must be taken at institutions with two or more approved graduate programs in vocational fields.

Professional Education

General criteria for graduate study in Chapter 2 should be met.

Teaching Field

A program for the preparation of coordinators of CVAE should be designed for developing competencies in the following areas

a. Understanding the nature of the disadvantaged, handicapped and "normal" student.

b. Understanding of curriculum planning in vocational education and academic education.

c. Guidance and counseling with special emphasis on career guidance and career development.

d. Understanding cooperative vocational education.

e. Occupational experience.

f. Ability to use community resources and understanding of public relations.

g. Ability to establish and manage an individual occupational learning resource center.

h. Understanding of educational measurement and evaluation.

The following course areas should be available to students.

a. Studies in the nature of the learner and phsychology of learning.

b. Studies in programs of the school and problems of the community, school and the work environment (Examples include methods, curriculum, work experience, career awareness, self development, the disadvantaged, the handicapped, and coordination).

c. Studies in the subject matter, content, technology, individualization and specialized area of this field. (Examples: occupational analysis, consumer problems, labor laws and regulations, personnel selection and placement, individualized instruction, guidance procedures, and the real world of work.)

d. Studies in realistic educational research.

e. Appropriate occupational experiences with government, business and industrial facilities should be developed and used as an integral part of the teaching-learning process.

Staff and Facilities

Staff

General staff criteria in Chapter 2 should be met.

Facilities

General facilities criteria in Chapter 2 should be met.

Admission and Guidance

In addition to admission and guidance criteria in Chapter 2, program applicants must possess a T-4 certificate as set forth in the State Plan for Vocational Education and have the potential for completing program requirements. Persons not having a T-4 will need to complete T-4 requirements before the T-5 certificate in CVAE can be awarded.

Personal qualities needed by the teacher-coordinator include self awareness, self direction, an understanding of interlocking procedures, the ability to communicate, sound personal health, a business-like man-

ner, a commitment to professional development, the ability to assist the handicapped, an understanding of the dropout and potential dropout, ability to stimulate others, empathy and a flexible personality.

Program applicants must also present evidence of 12 months of part-time or full-time occupational experience. Six months of full time occupational work experience must have been completed within the past five years. Should an applicant be lacking 12 months occupational experience, he or she will have an arranged occupational experience as part of the regular program. The experiences should be such as to equal one year of part-time occupational experience.

Distributive Education

Approved May 1974

Frame of Reference

A. Distributive education is instruction designed to meet the needs of students preparing to enter employment in the marketing and distribution of products and services in retailing, wholesaling, and service businesses. Competency-based classroom instruction and supervised on-the-job training and occupational experience provide students the opportunity to develop the knowlege, attitudes and skills necessary for success in distributive occupations.

B. Distributive education involves a cooperative business relationship between employers of the community and the public school. Classroom instruction is aimed at developing

1. Economic Understandings and Competencies—basic principles and economic systems.
2. Marketing Competencies—selling, sales promotion, buying, operations market research, management, economics.
3. Technology Competencies—product knowledge, service knowledge, special techniques.
4. Social Ethic Competencies—business social skills, human relations, supervisory skills, public relations.
5. Basic Skills Competencies—application of mathematics and communications.

C. Distributive education provides a sequence of development for secondary, postsecondary and adult students.

Prevocational. Distributive education may be offered to students over 14 years of age who have a tentative interest in distributive occupations, and who can benefit from the training. Students are introduced to the field of distribution and the unlimited career opportunities it offers, and have the opportunity to examine their own qualifications to determine whether thay are suited for employment in distribution.

Basic Skill Development. Job entry level competencies are developed by on-the-job training and/or simulated experiences in the school laboratory. Instruction focuses on the development of the marketing competencies needed in relation to the student's career objective.

Career Development. Marketing competencies at this level are developed in greater depth for those students who are beginning to delineate their broad career objectives into possible areas of specialization.

Specialist Development. Specialist competencies in distributive occupations are those needed by a specific specialist group, (*i.e.*, department store buyers) or in specialized areas of marketing, (*i.e.*, supermarket mid-management, fashion merchandising or petroleum marketing)

D. Distributive education state supervisors, teacher-educators, instructors, and teacher-coordinators agree on the following aims and objectives.

1. Preparation for gainful employment and for advancement in distributive occupations is the primary goal of the distributive education program.
2. The distributive education program should engender an understanding and appreciation of the American private enterprise system.
3. The distributive education program should foster an awareness of the civic, social and moral responsibilities of business.

4. The distributive education program should encourage and promote the use of ethical standards in business and industry.
5. The distributive education program should stimulate the student's interest in his chosen distributive occupational field by providing an understanding of the opportunities it offers him to be a contributing member of society.
6. The distributive education program should prepare distributive personnel to analyze consumer demand and to satisfy the needs and wants of consumers intelligently and efficiently.
7. The distributive education program should help to increase efficiency and improve techniques in distribution and marketing.
8. The distributive education program should be sensitive to changes in distributive and marketing practices and procedures as they are affected by societal, economic, technical and educational developments, and adapt to such changes.
9. The distributive education program should advance the objectives of the total educational program.
10. The distributive education program should strive to develop among employers, employees and consumers a wider appreciation of the value of specifically trained personnel in distribution.

Program Design

Criteria for Undergraduate Programs

General Education

General education criteria in Chapter 2 should be met.

Professional Education

Professional education criteria in Chapter 2 should be met. In addition competencies are required in organizing and administering the distributive education program, in curriculum planning and materials development and in methods of teaching distributive subjects at all levels, including adults. These competencies include:

a. Ability to identify the goals of students and to plan teaching strategies to assist them in attaining their career goals. These goals and strategies must be compatible with the objectives of the total educational program.
b. Competencies in methods of teaching distributive education content in order to meet individual learning styles.
c. Ability to perform guidance functions in dissemination of career information, identification of appropriate students, counseling, placement of students for on-the-job training and follow-up functions.
d. Ability to use community resources through effective work with advisory committees and by developing cooperative working relationships with the various publics.
e. Ability to communicate the mission, history, philosophy and development of vocational education and education in the United States.

In addition to the criteria set forth in the general criteria for professional laboratory experiences, student teachers must be under the direction of a qualified and experienced teacher-coordinator in a distributive education program. The supervising teacher-coordinator should provide evidence of scheduled coordination contacts and a functional DECA youth organization. Arrangements should be made by the teacher education institution in cooperation with the distributive teacher educator, the Distributive Education Service of the Georgia Department of Education, and the local education agencies.

Teaching Field

The professional component of the teacher-

coordinator's training includes five major functions: teaching, guidance, coordination, public relations, and administration. The technical component includes ten technical competency areas included in secondary, post secondary, and adult distributive education curricula: advertising, communications, display, economics and marketing, human relations, mathematics, merchandising, product and service technology, operations and management, and selling.

Distributive teacher education programs should provide a full range of subject matter courses and an opportunity for distributive occupational experiences.

The institution should provide a well-balanced program of instruction so that the teacher-coordinator can acquire competencies in advertising and sales promotion, merchandising, marketing, economics, product and service knowledge, operations and management, and human relations.

The teacher education institution should provide opportunities for teacher-coordinators to acquire distributive occupational experiences which will enable them to synthesize and apply the technical knowledge acquired in formal courses and to integrate new concepts into the distributive education curriculum.

Criteria for Graduate Programs

The graduate program should be designed to provide flexibility and an opportunity for each student to plan a professional program to extend the work completed in the undergraduate and/or previous graduate program.

Professional Education

General criteria for graduate programs in Chapter 2 should be met.

The graduate program should strengthen the competencies of the students and provide advanced study relating to their professional educational development. Instruction and performance should be consistent with graduate level work in the psychological and sociological development of youth and adults.

Experiences in the teaching and administering of distributive education should be provided to overcome any deficiencies in this area in the undergraduate and/or previous graduate program.

Teaching Field

General criteria for graduate programs in Chapter 2 should be met.

Distributive education personnel pursuing a graduate program should have the opportunity to develop and improve competencies required to teach and/or administer distributive education at all levels. The institution should provide courses in marketing, management, economics, sales promotion, and in other appropriate technical areas. These should be specialized, individually designed courses and appropriate occupational experiences to keep students current with new developments in the technical field.

Staff and Facilities

Staff

General staff criteria in Chapter 2 should be met. In addition, the staff should possess technical and professional competencies essential to the preparation of distributive educational personnel, with at least two years of teaching experience as cooperative distributive education teacher-coordinators. The graduate staff must include at least one person with a doctorate in vocational education.

Facilities

General facilities criteria in Chapter 2 should be met.

In addition, special materials and equipment which provide simulated experiences necessary to develop required professional and technical competencies should be easily accessible in the classroom-laboratory. This facility should serve as a model for distribu-

tive education classroom-laboratories in local education agencies and institutions at all levels of learning.

Admission and Guidance

General admission and guidance criteria in Chapter 2 should be met.

English Education

Approved May 1962

Frame of Reference

A. The ability to communicate information, feelings, and values is central to those characteristics which make man human. Through his use of this ability he conducts his personal affairs, joins with others in community life, and shares the lives of many people in varied times and places. In large measure, then, his success as an individual and as a member of society depends upon his adequacy in reading, writing, speaking, and listening.

B. The centrality of language to human affairs is reflected in the special functions of teachers of English in elementary, secondary, and institutions of higher learning. The special functions are defined by the following responsibilities.

1. To inform the student about the basic structure of his native language.
2. To help the student to develop habits in speech and in writing that are appropriate, coherent, and effective.
3. To guide the student to an awareness of the importance of language as a tool of communication by teaching him to read and to listen critically and to write and to speak with integrity.
4. To help the student to develop the skills of reading essential for a variety of purposes.
5. To introduce the student to great literary works of the past and the present and to help him to understand, appreciate, and enjoy them.
6. To inform the student about the various forms of literary expression.
7. To lead the student to develop criteria for evaluating the integrity of the author's use of language, for determining the truth and effectiveness of the content, and for judging the literary merit of the work.
8. To guide the student toward an appreciation of the humanizing values of literature.
9. To assist the student to develop the ability to form responsible conclusions and to make value judgements.

Program Design

Criteria for Undergraduate Programs

General Education

General education criteria described in Chapter 2 should be met.

Professional Education

Professional education criteria described in Chapter 2 should be met.

Additionally, the teacher of English should have certain professional knowledge and understandings which are pertinent to the teaching of English language and literature.

a. Knowledge of the philosophies of education and the psychologies of learning and an ability to relate this knowledge to the study and teaching of English.

b. Understanding of the relationship between an individual's physical and mental growth and her or his progress in the use of language.

c. Knowledge of a variety of methods for use in teaching students the skills and arts which are appropriate to their level of attainment in English.

d. Understanding of the relation of each phase or level of English instruction to the total school, college and university program.

e. Awareness of the basic issues in teaching, especially the problems of continuity of English instruction from the first through the twelfth grades.

f. Skills in evaluating progress of pupils and the effectiveness of one's own teaching.

Teaching Field

a. The teacher should have a knowledge of the historical development and present character of the English language.

b. In composition the teacher should have

   1. familiarity with principles of organization and development, rhetoric, and logic.
   2. practice in using language so that writing is unified, coherent, responsible, appropriate to the situation and stylistically effective.

c. In reading the teacher should have knowledge of the skills used in getting meaning from written material and the ability to use them effectively.

d. In literature the teacher should have a knowledge of and an appreciation for

   1. literature which emphasizes the essential dignity of humans.
   2. criteria by which literary expression may be analyzed and evaluated.
   3. the major works, writers, forms, themes and movements of literature in the English language.
   4. literature of other countries of the world in the original language or in translation.
   5. literature prepared especially for students of varying levels of maturity.

e. In speech the teacher should have knowledge of and experience in formal and informal aspects of oral communication, including necessary listening skills.

In addition to the above criteria the *Guidelines for the Preparation of English Teachers* prepared by the National Association of State Supervisors of Teacher Education and Certification and the Modern Language Association of America should be used to evaluate programs of English education.

Criteria for Graduate Programs

Professional Education

General criteria for graduate study in Chapter 2 should be met.

Teaching Field

General criteria for graduate study in Chapter 2 should be met.

Staff and Facilities

Staff

General staff criteria in Chapter 2 should be met.

Facilities

General facilities criteria in Chapter 2 should be met.

Admission and Guidance

General admission and guidance criteria in Chapter 2 should be met.

Foreign Languages

Approved February 1968

Frame of Reference

All institutions preparing teachers of foreign languages should define and set up specific programs with the clear objective of producing the best possible teachers. The programs should combine the features of a thorough liberal education, training in foreign language skills and abilities and professional education.

The teacher of a modern foreign language is expected to develop in students a progressive control of the four language skills (listening, speaking, reading and writing). The language should also be presented as an essential element of the foreign culture and show how that culture is similar to and different from that of the United States. At the appropriate time in the language development sequence, the teacher will, in the target language, acquaint students with the foreign literature, art, and music in such a way as to bring the students to understand and appreciate the cultural values; the teacher will also introduce elements of geographical and historical background necessary for the comprehension of today's world.

The teacher of classical languages is expected to develop in students a progressive ability to read for comprehension in the target language without translating and sufficient mastery of pronounciation and structure to make this possible. The language should be presented as an essential element of the ancient culture and how that culture was similar to and different from that of the United States. The teacher will acquaint students with the classical literature in such a way as to bring the students to understand and appreciate the cultural values, and will present a geographical and historic background.

To achieve these goals effectively, the language teacher will need to make judicious selection and use of approaches, methods, techniques, and material and equipment for language teaching. Correlation of foreign language teaching with that of other disciplines will strengthen the general education of the student. The teacher is expected to evaluate the progress, and to adjust the programs to meet individual needs.

Program Design

Criteria for Undergraduate Programs

General Education

General education criteria in Chapter 2 should be met.

Professional Education

Professional education criteria in Chapter 2 should be met.

Programs of foreign language education should have specialized methods taught by personnel qualified in the subject area.

Teaching Field

Study in the teaching field should insure understanding of the nature of language. It should make the student aware of language and behavior. The learnings should be incorporated in an organized form. Although considerable value lies in the complete and systematic presentation of a language history, this study is best done at the graduate level for those who have had some teaching experience.

It is desirable that the college encourage the prospective teacher to acquire competencies in the language through planned and organized travel to places where it is the native

language. Classes in modern foreign language should be taught in the target language. This holds implications for testing as well as for class activities.

The total program in modern foreign languages should provide emphasis on the following seven areas and degrees of competency

Aural understanding. The ability to understand conversation of average tempo, lectures and news broadcasts.

Speaking. The ability to talk with a native without making glaring mistakes and with a command of vocabulary and syntax sufficient to express one's thoughts in sustained conversation. This implies speech at normal speed with good pronunciation and intonation.

Reading. The ability to read with immediate comprehension (*i.e.*, without translating) modern prose and verse of average difficulty and mature content. For linguistic considerations the sequence should be so ordered through the first literature course as to assure that the study of contemporary will precede the study of classical periods.

Writing. The ability to write simple "free composition" with clarity and correctness in vocabulary, idiom and syntax.

Language analysis. A basic knowledge of the characteristics of the language and an awareness of the difference between the language as spoken and written.

Culture. First-hand knowledge of some literary masterpieces in the foreign language together with the social, artistic, political and spiritual forces which produce them, and an understanding of the principal ways in which the foreign culture resembles and differs from our own. There should be bridge or transition courses which move from basic and intermediate work into literature, and include study of the culture and the civilization of the people in relation to present-day life.

Professional preparation. Knowledge of effective audiolingual-visual techniques and the ability to apply these to the teaching situation and to relate the teaching of the language to other areas of the curriculum.

Criteria for Graduate Programs

Professional Education

General criteria for graduate study in Chapter 2 should be met.

Teaching Field

In modern foreign language instruction on the graduate level, further proficiency should be gained in the seven language competencies of the undergraduate program, and specific study should be pursued in research methods, literature, history of the language, linguistics, and teaching methods. In classical language graduate programs, added competency should be gained in each of the areas stressed in the baccalaureate program, with emphasis on literature and history.

Staff and Facilities

Staff

General criteria in Chapter 2 should be met. Additionally, colleges offering programs in foreign languages should provide a staff adequate for a certifiable major in one language and additional study in a second foreign language. All members of the staff in foreign languages should be highly proficient in audiolingual processes and should be thoroughly acquainted, preferably through foreign study and/or directed foreign travel, with the literature and civilization of those countries whose language they teach. Staff members should be prepared to utilize the language laboratory and other audiovisual equipment needed in teaching the language.

Facilities

General facilities criteria in Chapter 2 should be met.

Additionally, the college should provide an adequate modern language laboratory sufficiently large to make its use mandatory in all basic courses. In addition to the language laboratory, tape recorders should be available. Other equipment needed in the language department includes movie projector, overhead projector, and slide/filmstrip projector. The college should provide on campus places where only the target language is spoken, such as, the language table in the cafeteria, a language house, or language camp. The library should have periodicals from representative countries of all modern foreign languages offered.

Admissions and Guidance

General admissions and guidance criteria in Chapter 2 should be met.

In guiding the beginning student in appropriate placement in language classes, consideration should be given to proficiency in all four fundamental skills of the modern foreign language. When practical, students requiring remedial courses should be grouped together rather than with beginners who have some degree of proficiency. There should be some system for rewarding advanced placement for those students who are able to work at an advanced level.

For purposes of evaluating the college program and the student's work, it is recommended that evidence of proficiency as described in the seven areas of proficiency in the section on Program Design should be considered by the college in its recommendation for certification.

It is recommended that the college require the student to take the Modern Language Association Proficiency Test as evidence of proficiency.

It is also recommended that the scores should become a part of the official record of the institution.

Health Occupations Education

Approved September 1975

Frame of Reference

Health occupations education programs prepare individuals to function on the health team in roles which support the functions and responsibilities of health professionals. Health occupations education now includes over forty job titles for which vocational education funds may be used. Some Georgia school systems have instituted career information and prevocational exploratory programs at the middle school level. At the secondary level, health careers programs and health careers cooperative education programs are offered. At both secondary and postsecondary levels, programs to prepare personnel for specific jobs in health are provided.

Educational preparation for practice at the credentialed level in the health field varies from one to ten years and exists in such forms as (1) formal education programs sponsored by an education agency (including higher education) or a health agency, (2) military training programs, (3) preceptorships and (4) apprenticeships. These programs represent a wide range in theoretical emphasis and academic requirements; and each is subject to control through statutory agencies or designated committees of health professions organizations. In addition, health professionals have qualified for practice in the health field through educational preparation, satisfactory performance on a rigorous credentialing examination, and two years of work experience as a health professions practitioner.

The above preparation does not include preparation for formal teaching. Thus, the problem of finding prepared teachers for health occupations education programs is unique. The person who has qualified as a health professional may not qualify as a professional in the field of education.

Criteria for recruiting health occupations education teachers from practice include demonstrated competence as credentialed health practitioners; evidence of a high level of interpersonal skills; and interest in teaching. The teacher in health occupations must adapt to the educational system and relate to the area of practice as a teaching field. The teacher's role also includes providing liaison between the education system and the health system to maintain support of future employers of program graduates.

Program Design

Criteria for Undergraduate Programs

General Education

General education criteria in Chapter 2 should be met.

Professional Education

Professional Education criteria in Chapter 2 should be met.

The professional education portion of the program should be based on functional analysis of the roles of a health occupations education teacher. Whereas many of these roles are common to many areas of teaching, others are specific to health occupations.

The sequence of professional education studies should provide the health occupations teacher with a philosophical and theoretical foundation for making the transition from "provider of health services" to "teacher of health occupations in a school setting." To this end, the program must provide studies

and supervised experiences which will assist the health occupations teacher to

a. understand human development and the learning process.

b. plan and evaluate an instructional program which meets the needs of each learner.

c. use a variety of methods to conduct instructional activities.

d. use various tools and procedures for individual and group assessment.

e. become knowledgeable about the educational system and vocational education—goals, purposes, organizational structure, interagency relations and school-community relations.

f. collect and analyze data on employment opportunities and performance requirements in health occupations.

g. relate to students with different levels of readiness for learning the content of a health occupations program.

h. evolve a personal teaching style derived from practice in using a variety of media to provide for individual differences of learners.

i. develop a plan for monitoring the effectiveness of the curriculum in terms of current and emerging job performance requirements.

j. develop attitudes appropriate to the educator, while maintaining appreciation of the needs and views of employers and supervisors in health care agencies.

Teaching Field

The health occupations teacher education program should have sufficient breadth and flexibility to provide for a wide range of backgrounds (*e.g.* health profession, general education, work experience). The design of the program should be derived from an analysis of competencies essential for teaching a health occupations program, with provision for personalization of the program plan for individual teachers. Appropriate persons should be involved in intermittent evaluation of the program and follow up studies should be conducted to review program planning and instructional procedures.

Areas within the health field have certain common content, but the unique features of each health profession must predominate in assisting each health occupations teacher to relate to an area of clinical practice as a teaching field.

The institution's program design must provide for personalized planning to assure competence in the teaching field. For those teachers who need additional content in the teaching field, opportunities for course work in the specific health profession should be available through cooperative arrangements with institutions preparing the professional practitioner and/or innovative arrangements which use community facilities and educational activities sponsored by professional organizations.

Criteria for Graduate Programs

Professional Education

General criteria for graduate programs in Chapter 2 should be met.

Teaching Field

General criteria for graduate programs in Chapter 2 should be met.

The program of study at the graduate level must also be personalized to fit the goals of each teacher and to supplement and build upon prior education. Applicants whose undergraduate degree is in the health field may need to concentrate on education courses, including the related disciplines. Applicants who built upon the preparatory program in health to qualify for a baccaulaureate degree in education may need further study in the teaching field in addition to graduate study in professional education

In planning a personalized program, the following should be emphasized according to the applicant's previous education.

a. strengthening the teaching field

b. strengthening the competency base for teaching

c. preparing for specializing in a functional area of education

d. developing competencies in research and evaluation in health occupations education

e. developing competencies in designing curriculums for health occupations education, particularly for new and emerging jobs in the health field

Staff and Facilities

Staff

General staff criteria in Chapter 2 should be met.

In addition, the institution should provide an adequate number of staff members whose professional preparation includes credentialing as health professionals, experience as health practitioners in health service settings, experience in teaching health care preparatory programs, and graduate preparation for serving as teacher educators.

Facilities

General facilities criteria in Chapter 2 should be met.

Admission and Guidance

General admission and guidance criteria in Chapter 2 should be met.

In addition, the health occupations teacher must be a credentialed health professional with two or more years of work experience as a practitioner in a health agency or institution. Therefore, the teacher education program should provide for analysis of prior education and work experience by a teacher educator who has both extensive experience as a practitioner within the health system and a background in teaching. The teacher educator should assume the initiative in identifying education and work experience which contributes to teaching field competence and in providing faculty advisement for students in health occupational education.

Follow-up studies should be conducted in order to review admission and guidance procedures.

Applicants for admission to the graduate program should be evaluated on the basis of credentials as health professionals, ability to meet admission standards of the institution, and evidence of commitment to professional education.

Home Economics and Family Life Education

Approved May 1970

Frame of Reference

The primary concerns of home economics and family life education are educating the individual for family living; improving the services and goods used by families; conducting research on the changing needs of individuals and family's means of satisfying these needs; and furthering community, national, and world conditions favorable to family living.

More specifically, home economics in secondary programs has the important tasks of preparing students for homemaking, preparing some students for employment in home economics-related occupations, providing a basis for college-bound students who plan careers in home economics or related fields, and preparing some students for entry into post-secondary programs in area vocational-technical schools.

The home economics teacher in Georgia teaches in the four major areas of clothing and textiles, family and child development, foods and nutrition, and housing and management. The teacher may be responsible for teaching introductory homemaking, family living, and/or family life education, specialized programs in the major areas, or adult classes. The teaching fields may include occupational programs requiring home economics knowledge and skills at secondary, post secondary and adult levels.

Program Design

Criteria for Undergraduate Programs

General Education

General education criteria in Chapter 2 should be met.

Professional Education

Professional education criteria in Chapter 2 should be met. Additional understandings are required in curriculum planning and methods for teaching home economics.

In addition to the general criteria for professional laboratory experiences, supervising teachers will be in a home economics program approved by the Georgia Department of Education.

Teaching Field

The teaching field studies should include a minimum of one year's study in each of the following areas.

a. Family and child development—observation and participation in a nursery program operated by the home economics department is required. Additional observation and participation in preschool programs are desirable.

b. Textiles and clothing construction—laboratory experiences must be provided in textiles, selection, and construction.

c. Food and nutrition.

d. Housing, management and family economics—home management and consumer education must be included.

A teacher may be prepared to teach both family life education and home economics if an additional year's study in child development and family development is included in or beyond an undergraduate degree. Studies not included for four-year professional certification should be applied toward five-year professional certification requirements in both areas.

The program should be designed to produce teachers who exhibit the following competencies.

a. Effective professional behavior

b. Ability to integrate philosophy of life, philosophy of education and philosophy of home economics as a basis of thought and action

c. Ability to relate well and empathetically with others

d. Adequate skills in thinking, writing, and speaking

e. Ability to plan and to develop a home economics program which is adapted to the needs of all students, including handicapped and disadvantaged students, at different stages of their development and in line with family and community needs

f. Ability to use appropriate techniques of teaching, including creative and experimental approaches

g. Ability to use evaluation techniques to determine progress of students, effectiveness of program, and usefulness of resource persons and materials

h. Ability to help individuals and families grow in understandings and skills which are needed in the solution of personal and family life problems

i. Ability to maintain a home economics department that exemplifies the principles of good management and attractiveness

j. Ability to cooperate with the administration, employment agencies, and potential employers in the development of classes oriented to gainful employment

k. Cognitive understandings of major concepts in each content area

l. Knowledge of and effective utilization of the learning process as it operates in human development

m. Knowledge of the total school program and a recognition of home economics as a part of the student's total educational experience

n. Knowledge of school-community organizations and ability to participate effectively in these organizations

o. Willingness to participate actively in available in-service activities and in professional organizations

Criteria for Graduate Programs

Professional Education

General criteria for graduate programs in Chapter 2 should be met.

The program of study at the graduate level should give an opportunity to overcome any deficiencies in the undergraduate program and provide for advanced study of the field. Instruction and performance should be consistent with graduate level work.

Teaching Field

The graduate program design should provide flexibility so that each student's program becomes a planned extension of work taken at undergraduate and/or graduate levels. The student's undergraduate and/or graduate program should be examined, and, where needed, should be strengthened and broadened at the graduate level. When it is completed, it should be a satisfactory program with a logical and cohesive wholeness.

Teachers of home economics and/or family life education should have a specialized program of study at the graduate level designed to provide an opportunity to make up any deficiencies in the record of previous study, as well as to provide for acquiring additional breadth and depth in the curriculum areas.

Persons qualified for the professional four-year program and preparing for the objec-

tives of occupational home economics at the fifth-year level shall have completed

a. Two or more courses in the subject matter area which is the basis for the occupations, and

b. A course in directing an occupational program.

Persons who have not completed the professional four-year program and are preparing for the objective of occupational home economics at the fifth-year level will be required to possess or complete at the graduate level the following.

a. Bachelor's degree with competence in one of the major areas of teaching responsibility

b. Study in organizing and directing an occupational program

c. Work experience or an internship in the occupation in which he/she is to teach

d. Student teaching or a substitute such as an internship or practicum

Staff and Facilities

Staff

In addition to general staff criteria in Chapter 2, the following criteria should be met.

1. There shall be at least one staff member for each of the four major areas and at least one who is a teacher educator. Each of these shall hold a minimum of a master's degree with at least one of the staff members holding or working toward the doctorate.

2. A teacher assuming responsibility for any instruction other than in his/her major must have a minimum of fifteen quarter hours of graduate study in the area in which he/she teaches.

3. The head teacher educator shall have had more than one year of successful teaching experience at the secondary level in a homemaking department which meets vocational standards. He/she shall have had two years as a teacher educator or a minumum of six quarters as a supervising teacher.

4. The graduate staff shall meet the standards for accreditation by the regional accrediting agency and must include at least one person with a doctorate in home economics or home economics education.

5. Any institution offering a graduate program in home economics education shall have the minimum number of staff members as specified for the undergraduate programs.

Facilities

In addition to general facilities criteria in Chapter 2, facilities should include

1. A nursery school maintained by the institution for the purpose of observation and participation by students. The standards shall be those established by the National Association of Nursery School Education.

2. Home management houses or apartments provided so that each student may have a residence experience.

3. Laboratories provided for teaching equipment, textiles, clothing construction, food preparation, nutrition, and interior decoration.

4. For the graduate program, additional facilities including adequate laboratory space for research and adequate references in the library for advanced study.

Admission and Guidance

General admission and guidance criteria in Chapter 2 should be met.

Industrial Arts Education

Approved August 1979

Frame of Reference

Industrial arts education programs draw their curriculum content from the identified needs of youth and the technologies of the industrial society in which Americans live. Industrial arts education shares many goals with general, career, economic, consumer, and vocational education. Programs stress understanding of the technologies, organizational structures, special problems, and contributions of industry to the American free enterprise system. Experiences in industrial arts courses assist individuals to explore their own interests and aptitudes and to make informed decisions with respect to future career and educational choices. It is a vital part of a comprehensive career education program.

The purposes of industrial arts programs are pursued through planned instruction and activity assignments exposing students to common materials, tools, equipment, processes, economic and personnel organizational structures, and social problems that exist in a highly technical society. Students are required to plan their work, master cognitive content, manipulate tools, materials and equipment, create solutions to practical problems, and simulate industrial processes.

The major goals of industrial arts programs at the middle and/or junior high level are to assist students in making informed and meaningful occupational and educational choices and to meet some of the established general education needs of American youth. The student explores careers, materials, processes, and self aptitudes and interests in a wide range of technological areas. Instruction at this level places emphasis upon personal manipulation of tools, equipment and materials, role playing, planning and problem solving, development of desirable attitudes and work habits, consumer knowledge and youth leadership development, including club activities. Career development is enhanced by cognitive understanding of the major divisions, preparation requirements, working conditions, and contributions of a wide range of industrial or technically related careers.

In the high school, industrial arts provides a foundation for career preparation either at the secondary or postsecondary level and/or a personal technical development which prepares the individual for life in a technical and industrial society. To accomplish these purposes, the high school program provides experiences related to exploration of industrial careers and practices, preparation for advanced training, consumer information, personal physical skill development, creative problem solving, technical knowledge, economic and personnel organizations and structures, and youth leadership development, including club activities.

Program Design

Criteria for Undergraduate Programs

General Education

General education criteria in Chapter 2 should be met.

Professional Education

Professional education criteria in Chapter 2 should be met.

Teaching Field

Each teacher prepared in the program must have specialized understanding and competency in each of the following areas.

a. Industrial materials and processes, including wood technology, metal technology, construction, and manufacturing

b. Communications, including graphic arts, drafting, electricity and electronics

c. Energy, power, and transportation

d. As an integral part of the teacher education program in industrial arts, the above areas must

   1. Promote and emphasize the technical, consumer, occupational, recreational, social, and cultural aspects of American industry.

   2. Promote and emphasize the safe and proper use, care and maintenance of tools and equipment.

   3. Provide experiences that will involve the student in research and development, and in creating, designing, organizing, constructing, and operating with industrial materials, processes, and products.

   4. Provide career education experiences so that the student can identify and differentiate various occupations and professions associated with industry and technology.

   5. Provide particular emphasis on activities and instruction on the organization, functions, and importance of the American free enterprise system.

In addition, every prospective industrial arts teacher must have experiences in a comprehensive industrial arts program, and in basic laboratory design, organization, administration, maintenance, recordkeeping, and safety.

Criteria for Graduate Programs

Professional Education

General criteria for graduate programs in Chapter 2 should be met.

Teaching Field

The graduate program will be individually designed for specialization or broadening experiences to meet the needs of each student in professional growth and development. General criteria for graduate programs in Chapter 2 should be met.

Staff and Facilities

Staff

In addition to the general staff criteria in Chapter 2, at least one graduate faculty member must hold an earned doctorate with specialization in the field of industrial arts education.

Facilities

In addition to the general facilities criteria in Chapter 2, an institution with a graduate industrial arts program must have the necessary and appropriate laboratory facilities and equipment.

Admission and Guidance

In addition to the general admission and guidance criteria in Chapter 2, admission standards for the sixth-year or Ed.S. program require the applicant to hold the master's degree in industrial arts and/or professional certification in industrial arts.

Mathematics Education

Approved May 1962

Frame of Reference

Modern society demands that all persons be mathematically literate. All the people of a democracy need to study mathematics. There has been a time in history when the main interest in mathematics was cultural. At another time, it was considered more for its practical application. Today there is a vital need for both approaches. Many educators believe that mathematics gives man an ever-broadening grip on the world. Some go as far as to say that natural survival depends upon progress in mathematics, the "Queen of the Sciences."

Mathematics is a universal language. To understand this language, we must keep ever in mind that it is a highly symbolic language. According to M. Kline, in the September 17, 1960, Saturday Evening Post, "Mathematics is undoubtedly one of man's greatest intellectual achievements. Its language, processes and theories give science its organization and power."

Mathematical ability and training are indeed in great demand today. Until recently, society has accepted mathematics as an "unchanging discipline," handed down from generation to generation not to be altered. But a broader conception of the subject has stimulated amazing new theoretical developments and has led to new possibilities of application. Many such developments have reduced the importance of some of the traditional approaches, and have caused changes both in curriculum and teaching strategies. The new approach reflects a recognition of the frequent use of quantitative and abstract thinking. It requires teaching fundamental concepts so as to challenge the pupil to work and think.

Program Design

Criteria for Undergraduate Programs

General Education

General education criteria in Chapter 2 should be met.

Professional Education

Professional education criteria in Chapter 2 should be met.

Teaching Field

a. The program should reflect an awareness of changes in elements of mathematics curriculum which have been brought about by recognition of the child's ability to comprehend more advanced mathematics concepts.

b. The program should include a thorough college-level study of the aspects of the subjects included in the high school curriculum. Since algebra and geometry are of primary importance in the high school curriculum, the undergraduate program should include substantial advanced study in each of these areas. This study should be preceded by a study of the principles of analytic geometry and calculus.

c. Since the principles of analytics and calculus comprise the first new study in mathematics for the college student, courses in these subjects should stress intuitive ideas and basic concepts as well as manipulative skills. Application to many sciences should also be included.

d. The study in abstract algebra should include the structure of the number system and the study of algebraic systems such as groups, rings, and fields. It should also include the study of linear algebra, vectors, matrices, and their geometric interpretations.

e. The study of geometry should include a critical study of the development of Euclidean geometry from different postulational systems, and studies of synthetic projective geometry. It should include geometries on the sphere and their geometric interpretations.

f. A balanced program in mathematics should be provided, including such areas as differential equations, theory of numbers, set theory, physics, probability and statistics, history of mathematics and advanced work in abstract algebra and geometry.

g. The program should include the study of statistics and their use in education, economics, industry and other relevant areas.

h. Preparation in professional subject matter and methodology should be included, taught by persons who understand the recent advances in mathematics and who know how the high school student learns.

i. The college should help the student to become aware of and participate in the professional organizations which support the mathematics program and which keep the teacher in touch with advances made in mathematics.

j. The program should be of such a caliber that teachers may enter graduate programs that require greater breadth of background rather than depth in a particular area of mathematics.

Criteria for Graduate Programs

Professional Education

General criteria for graduate programs in Chapter 2 should be met.

Teaching Field

a. Graduate study should give an opportunity to fill gaps in the undergraduate program as well as provide for additional subject matter. Instruction and performance should be consistent with graduate level work.

b. It is desirable that study in algebra, geometry, and analysis be continued on the graduate level.

   1. If abstract algebra was not included at the undergraduate level, then it should be studied at the graduate level, and extended beyond the introductory courses. It should include study in linear algebra, matrices, and group theory, including Galois' theory and its applications to geometry.

   2. Graduate study should be required in the area of geometry. This should be based on undergraduate study of geometry as stated in the criteria for the undergraduate program. Non-Euclidean geometry, projective geometry, differential geometry, and topology are desirable areas of study for high school teachers in addition to Euclidean geometry.

   3. The study of analysis begun at the undergraduate level in differential and integral calculus should be continued at the graduate level, in such areas as advanced calculus, differential equations, vector analysis, and real and complex analysis.

c. A balanced graduate program in mathematics should also provide studies in set theory, in numbers, probability and statistics, and history of mathematics.

d. The sixth year of study should be a continuation of fifth year studies. It should provide opportunities for greater depth in at least one of the major areas in mathematics.

e. The college should help the graduate student become aware of and participate in the professional organizations which support the mathematics program and keep the teacher in touch with advances made in mathematics.

Staff and Facilities

Staff

General staff criteria in Chapter 2 should be met.

In addition, if an institution plans to offer a graduate program for the professional preparation of teachers of mathematics, the teaching staff of the institution should include at least one staff member who has completed a doctoral program (or the equivalent) in mathematics. It is *highly desirable* that the staff of the Department of Mathematics who have delegated teaching responsibility for the course work for teachers be interested in teacher education.

Facilities

General facilities criteria in Chapter 2 should be met.

Admission and Guidance

General admission and guidance criteria in Chapter 2 should be met.

Safety, Driver and Traffic Education

Approved February 1967

Frame of Reference

The 1960 President's Committee for Traffic Safety reported, "If secondary school students are to become good driving citizens, they must be taught by competent, well-prepared teachers . . . Safety is not simply a matter of recognizing traffic hazards and safe practices; it is most of all a matter of cultivating the attitudes and habits and the knowledge and skills necessary for living safely in a world with so many inherent dangers . . . "

Highway accidents are one of the nation's major killers. Teen-age drivers, as actual figures show, are responsible for more than their share of this carnage. Students who have completed approved driver education courses have fewer accidents. This fact is recognized by insurance companies who reduced premium rates and by research.

The preparation program of Safety, Driver, and Traffic Education may begin at the undergraduate level. Specialization and study in depth should be at the graduate level. The responsibilities of the specialist lie in areas such as responsible citizenship and conservation of life and property, safe practices for pedestrians and bicyclists; driver education; pupil transportation; school safety patrols; student activities; relations of school with home and community; traffic education; consumer education.

Program Design

Criteria for Undergraduate Programs

General Education

General education criteria in Chapter 2 should be met.

Professional Education

Professional education criteria in Chapter 2 should be met.

Teaching Field

As a part of the undergraduate program, the student should complete a program in a primary, certifiable teaching field.

Study in general safety education should include facts and information concerning the cost in money and human suffering of accidents in home, industry, school, traffic, on farms and ranches, and during recreational activity. It should include knowledge conducive to the development of practices which may reduce accidents.

The introduction to driver and traffic education should include essential knowledge of automobile operation, traffic laws and regulations, knowledge of the role of attitudes in traffic safety, and critical analysis of accidents. Laboratory experiences should be included in the use of psychophysical testing and in the development of driving skills.

Advanced study in driver and traffic education should be devoted primarily to the teaching and the administration of high school driver and traffic safety. The candidate must acquire, through supervised professional laboratory experience, competence in developing and projecting his skills and techniques. This includes the ability to

develop satisfactory attitudes in students and to impart the necessary driving knowledge skills.

Criteria for Graduate Study

Professional Education

General criteria for graduate programs in Chapter 2 should be met.

Teaching Field

Special emphasis should be given to the effects of individual attitudes, motivation, and personal adjustment on driver behavior.

Advanced study should include further study related to safety in industry, traffic, and school environments. Planned instruction should be given in modern methods of classroom and laboratory experience in the interrelated areas of general safety education, driver education, and traffic education.

a. Study should be provided on anti-social behavior and treatment, the social, moral, psychological, and physiological influences of beverage alcohol use on the individual, family and community.

b. The program should include utilization of communication media involving principles and techniques of public relations.

c. The program should develop understandings and skills in promoting community action in supporting improved safety practices within the community.

Staff and Facilities

Staff

In addition to the general staff criteria in Chapter 2, the college staff should include a person with graduate-level preparation and experience in safety, driver, and traffic education.

Facilities

In addition to the general facilities criteria in Chapter 2, there should be adequate facilities for laboratory and classroom instruction and in-car practice driving. Both laboratory and in-car practice driving facilities should include programmed learning, simulation, multi-media instruction, and a multiple car off-street driving range. These facilities should be upgraded as new laboratory facilities are developed and the needs of society demand.

Admission and Guidance

In addition to general admission and guidance criteria in Chapter 2, the student should hold a valid driver's license. He should be in upper division classes before studying safety, driver and traffic education. Before the advanced study, he should have had at least two consecutive years of driving experience, free from a multiplicity of accidents or violations. He should be certified as physically fit by his own or the university's physician to fulfill the duties assigned in safety, driver, and traffic education.

Science Education

Approved August 1980

Frame of Reference

A science teacher must have a basic understanding of natural science and be genuinely proficient in one or two specific science areas. Thus the criteria should enable the college to develop several different programs in science, each designed for a specific science area.

Science teaching in the public schools has in the past two decades changed more rapidly than in any previous period. Three major points have special reference to science teacher programs: the changing philosophy of science teaching in the public schools; the increasing need for specialization made necessary by a mushrooming of scientific knowledge; and the decreasing lag of time between scientific discovery and the teaching of these discoveries in public schools.

The changes in the philosophy of science teaching have resulted in a major emphasis upon student participation at all levels, including elementary, middle, and secondary school levels. The teacher who uses new curricula teaches not only in subject knowledge, but also in the ability to structure and perform scientific investigation. The concept of student participation involves structuring situations in which students can gather data, test hypotheses, and plan and conduct experiments to answer specific questions. This proficiency presupposes certain knowledge, skills, and techniques on the part of the teacher.

The challenge of change itself is an integral part of the philosophical changes in science reading. Science teaching should result in scientific literacy for all students, for full participation in a changing society, not only in a utilitarian manner, but intellectually as well. To facilitate this approach, teachers should be encouraged to develop personal theories of science teaching and to apply them where appropriate or modify them as indicated.

The second factor is the increased specialization within the science discipline. It is no longer possible for a person to be only a generalist in science teaching. With the wealth of accumulated knowledge and the rapidly expanding knowledge in each field, specialization becomes more and more a necessity. While there are scientific principles and concepts which bridge all the sciences, the particular knowledge, skills and techniques necessary to perform research are becoming more and more specialized even within a field. A person is no longer a biologist, but rather a geneticist or an ecologist or a microbiologist or an enthomologist or a biophysicist. This means that more time and more depth of knowledge are required in a particular field to acquire the skills and knowledge necessary for proficiency.

The third major factor is the speed with which new scientific knowledge is now being presented to students through their textbooks and by their teachers. High school chemistry textbooks published in 1910 and 1950 were essentially the same text. Newer textbooks are constantly being revised to keep them up to date with the latest scientific knowledge, and they are now being written by university professors and research scientists who are on the forefronts of knowledge in particular subjects.

Program Design

Criteria for Undergraduate Programs

Prospective teachers of science should become proficient in their selected area and demonstrate their ability to plan and impie-

ment instruction that indeed brings about a change in student behavior—learning and the application of learning. Prospective teachers should also engage in activities that provide opportunities to examine the purposes, goals, and values to be served by instruction in science in relation to the total educational program in a contemporary secondary school.

More specifically, a program design should include opportunities through which a prospective teacher should be able to

- achieve scientific literacy involving the development of attitudes, process skills, and concepts necessary to meet the more general goals of all education.
- demonstrate proficiency in mathematics, especially in arithmetic computation, elementary statistics, and simple trigonometry, so as to be able to manipulate competently these functions in their applications to the secondary school's science curricula.
- teach science as a unified discipline, integrated and/or coordinated with other disciplines, such as math, social science, and economics.
- develop learning environments to prepare young people to cope with a changing society.
- demonstrate a proficiency in the basic and integrated process skills, implementing them in the ongoing curriculum.
- demonstrate effective ability to plan instruction, including the setting of objectives, the selection of content, learning experiences and methodology, and the development of a system of evaluation.
- develop skills necessary for organizing and implementing instruction, appropriate cognitive interaction with learners, and effective interpersonal relationships.
- develop a commitment to the teaching profession which includes maintenance of professional skills, scholarly endeavor, intellectual honesty, and moral integrity.
- develop effective procedures of classroom management that provide for positive climate and which deal with descriptive behavior and problems in a positive manner.

General Education

a. General education criteria in Chapter 2 should be met.

b. The program should aim at developing efficiency in democratic procedures in the classroom and respect for the worth of the individual.

Professional Education

a. Professional education criteria in Chapter 2 should be met.

b. Preparation for and follow-up of student teaching should be closely allied with the course work preparation in contemporary materials and contemporary methodology of science teaching.

Teaching Field

Certification will be in secondary science with emphasis in at least one area. The four content areas are Biology, Chemistry, Earth-Space Science and Physics. The student must complete at least 40 quarter hours in one area and 15 quarter hours each in two of the remaining areas. Elementary statistics must be included either in a separate course or streamed in an existing course such as genetics, quantitative analysis, or other.

The program should include preparation in methods and strategies appropriate to teaching secondary science. The prospective secondary science teacher should be specifically familiar with the contemporary secondary curriculum studies in the area of emphasis and generally familiar with secondary curriculum studies in all areas of science.

Biology Emphasis

Necessary understandings for this field may be presented as discrete courses or as integrated subject matter. Areas of study which will assist in implementing this guideline include:

1. Physical, biochemical, and energy relationships of life.

2. Organization and behavior of living things, from unicellular organisms to human beings.
3. Interrelationships of organisms.
4. The origin and development of organisms and species.

Chemistry Emphasis

The program for chemistry emphasis should include introductory chemistry, qualitative inorganic analysis, organic chemistry, quantitative inorganic analysis, and physical chemistry. Electives should be chosen from advanced inorganic chemistry, biochemistry, radiochemistry, further analytical chemistry, stereochemistry, spectroscopy, instrumental methods of analysis, or the equivalent of these.

Earth-Space Emphasis

Necessary understanding for this emphasis may be presented as discrete courses or as integrated subject matter. The program should be devoted to areas of investigation which will assist in the implementation of these criteria. These criteria are not to be interpreted as all inclusive.

1. Geology to include the following concepts: History of geology, uniformitarianism; opposing forces resulting in surface features of the earth; identification and formation of minerals from physical and chemical properties; nonrenewability of mineral resources; major classes of rocks and their formation; scope of the oceans, their features of importance; topographic maps; physiographic regions of U.S.; weathering and erosion; movements of the earth's crust, plate tectonics and continental drift; the rock cycle; fossils and their importance; major hypotheses of earth's age and history, development of geologic time scale; geologic environments and man.
2. Astronomy to include the following concepts: History of astronomy and space science, stellar systems and theories of origin, galaxies, constellations, nebulae, stars, the solar system and theories of origin and space exploration.
3. Meteorology to include the following concepts: History of meteorology and climate, origin and structure of atmosphere, heating and cooling of atmosphere, moisture and water cycle, humidity, clouds, fog, precipitation, storms, air masses, fronts, winds, climate, climatic regions, weather forecasting, and weather control.

Physics Emphasis

The program for physics emphasis should be devoted to courses in the basic subject matter of physics.

1. Introductory college physics should pursue in depth basic principles such as Newton's law of motion, conservation of mass, energy, and momentum; conservation of charge; waves and fields; molecular structure of matter; and structure of the atom. Problem solving and laboratory experiences are important.
2. Intermediate physics should include physical mechanics, heat and thermodynamics, optics, waves, electricity and magnetism, and electronics. Emphasis should be on a calculus-based treatment of a limited number of important topics in these areas of classical physics.
3. Modern physics includes development of atomic, nuclear, and solid state physics traced through studies of phenomena, concepts, and experiments that are important to the understanding and appreciation of the newer areas of physics.

Criteria for Graduate Programs

Professional Education

General criteria for graduate programs in Chapter 2 should be met.

Teaching Field

The education of individual teachers can be developed in depth in biology, chemistry, earth-space, or physics, or in breadth in any combination of these areas for the T-5 and TS-6 programs.

For example, a chemistry teacher might proceed toward a master's degree in chemistry with purpose of teaching advanced courses in chemistry. On the other hand, the teacher might choose to build on previous mathematics, earth-space, physics or biology courses in order to achieve greater depth in these areas in preparation for future multiple science teaching assignments. Broad courses in the history and philosophy of science and the development of student experiments and of teacher demonstration techniques, in addition to research participation, would be valuable adjuncts to either program.

Staff and Facilities

Staff

General staff criteria in Chapter 2 should be met.

Facilities

General facilities criteria in Chapter 2 should be met.

Admission and Guidance

General admission and guidance criteria in Chapter 2 should be met.

Social Sciences Education

Approved August 1978

Frame of Reference

The growth of science and technology and the emergence of new nations, with promises and threats to man's existence, present a changing world with implications for new emphasis on a social science program. This program serves as one of the school's most effective instruments for orienting youth to society.

The dynamic change in the last half century of a whole body of scholarship and scientific material in the modern social sciences including history makes mandatory competency in these areas for those who teach the social sciences. It is imperative that the teacher understand these findings of scholarship in the social sciences and have some ability to utilize and apply them within the framework of established knowledge of the teaching and learning process. The best scholarship of the social sciences is a means to the end of producing responsible citizenship.

Program Design

Criteria for Undergraduate Programs

General competencies needed by the social sciences teacher for adequate assumption of responsibilities are listed below. It is considered to be the responsibility of the individual institution to develop more specific competencies which reflect both the philosophy of the institution and the intent of the criteria.

Thinking Skills

The social sciences teacher should be able to

- use levels of thought as appropriate to goals and tasks.
- demonstrate a knowledge of and the ability to think critically.

Content

The social sciences teacher should be able to

- demonstrate on adequate level of academic knowledge in the chosen area of teacher certification.
- use some structure within a discipline or across disciplines to help analyze data.
- understand the perspectives, methodology, investigative techniques and methods of explanation used in the area of certification.

Skills

The social sciences teacher should be able to

- read, interpret, and construct maps, graphic and tabular materials appropriate to the social sciences.
- gather, organize, and interpret data.
- demonstrate skill in interpersonal relationships.
- demonstrate problem-solving skills.

Values and Attitudes

The social sciences teacher should

- value the dignity of the individual.
- have a reasoned commitment to the basic values of a democratic society.
- demonstrate a willingness to maintain an atmosphere of intellectual integrity.

Pedagogy Skills

The social sciences teacher should be able to

- develop appropriate social studies objectives.
- develop objectives appropriate for individual learners.
- create a climate conducive to learning.
- analyze and evaluate social studies curricula.
- select materials appropriate to the nature of the content and of the learner.
- plan and execute appropriate learning experiences over a period of time.
- use a variety of instructional methods and techniques.
- assess pupil performance in terms of knowledge, skills and attitudes.
- use appropriate instruments and techniques in assessing pupil progress.
- diagnose pupil progress and prescribe appropriate learning activities.
- demonstrate a knowledge of the nature of the learner.
- demonstrate a knowledge of classroom management techniques and discipline.
- facilitate student exploration of values, goals and standards.

School, Community and Professional Skills

The social sciences teacher should be able to

- identify ways of providing for the teacher's professional growth.
- demonstrate knowledge of ways of using community resources in teaching, promoting good relationships between the school and the community, and the professional role of the teacher beyond the classroom.
- demonstrate knowledge of ways of working with colleagues and adminstrators on a professional basis.

Programs meeting the criteria described below should prepare teachers who possess the general competencies identified above.

General Education

General education criteria in Chapter 2 should be met.

Professional Education

Professional education criteria in Chapter 2 should be met.

Additionally, field-based experiences in addition to student teaching should be required. Each social science discipline is encouraged to provide field experiences appropriate to the discipline.

Teaching Field

Social science disciplines are defined for this program to include history, political science, economics, geography, and the behavioral sciences of sociology, anthropology, and psychology. The social science teacher should have course work experience in three of these disciplines and a concentration in one of the three excluding behavioral science. Also, the social science teacher should have course work experience which helps him to understand current societal problems and to teach the problem-solving approach so that students may use this technique in arriving at their own convictions.

A teaching field concentration in any of the following disciplines must consist of a minimum of 40 quarter hours in the area designated and a minimum of 20 quarter hours from any of the following disciplines: history, economics, geography, political science, sociology, psychology and anthropology. These 20 quarter hours may not be from the same area of study as the 40 quarter hour concentration.

At least 30 quarter hours of the above work must be in upper division courses. Advisors should note that a teacher in Georgia can legally teach only those areas in which he/she has had a minimum of ten quarter hours.

History

Guideline 1 - History teachers in the secondary schools must have an adequate understanding of the main areas of historical knowledge. A minimum of 40 quarter hours in history with a minimum of 10 quarter hours in U.S. history and 10 quarter hours in world history and 5 quarter hours in non-western history.

Areas of study which would implement the guideline include the following.

1. Ancient and medieval history, including a study of the history of mankind from preliterate man through the development of the characteristic institutions of world societies.
2. Modern history, including the rise of nation states and the influence of various cultures (political, economic, social developments) throughout the world.
3. United States history, including factors attending to discovery and settlement of the new world; the foundation of American institutions; the establishment of the Federal Republic; the frontier and westward movement; the growth of industry and its influence on society; contributions of Afro-Americans and other minority groups; the emergence of the United States as a world power; the growing interdependence of the United States in the world affairs and the resultant problems today.
4. Georgia history, emphasizing economic, political and social change.
5. Historiography as designed to introduce students to methodology of historical research and writing and to the appraisal and interpretation of critical historical issues.

Guideline 2 - A minimum of 20 quarter hours of supporting work must be from the following fields.

1. Anthropology to include the study of the nature of culture, past and present, and comparison with modern society.
2. Economics, including the organization of modern industrial society and the application of fundamental principles of economic theory.
3. Geography, including the ways man relates to his environment and a regional coverage of the world areas in which earth differences (cultural, political and economic) can be brought sharply into focus.
4. Political science, political thought, constitutional theory, and ideals underlying American democracy, domestic and foreign policy, and political institutions and practices of other countries.
5. Psychology to include historical developments, personality theory, social psychology and research techniques.
6. Sociology to include social analysis, primary social units, social institutions and fundamental social processes.

Political Science

Guideline 1 - Political science teachers in the secondary schools must have an adequate understanding of the political and constitutional theory underlying U.S. democracy, the basic assumptions, values, ideals of democratic government, the nature of U.S. institutions, political thought, international relations and the political institutions and practices of other countries. A minimum of 40 quarter hours in political science with a minimum of five quarter hours each in U.S. constitutional law, comparative governments, history of political thought and international relations is required.

Areas of study which would implement the guideline include the following.

1. The theory of democratic government, including a study of the various philosophical bases of American political thought.
2. U.S. constitutional development and U.S. constitutional law.
3. U.S. political parties, including the evolution and the role of political parties in U.S. democracy, and the place of organized interest groups in the political process.
4. Public policy, including the formulation, the problems and issues.
5. Foreign policy, including a survey, formulation and current problems of U.S. diplomacy today.
6. State government and administration as well as local government and administration, with particular emphasis on Georgia.
7. Contemporary political thought, including ideologies and doctrines of our time.

8. The theory and practice of communism (Marxism-Leninism), including its historical background, its philosophy, its mode of operation, the nature of its appeals, the implications of its policies, its methods, techniques and tactics.

9. Comparative governments, including their basic principles, organization and structure.

10. International relations, including policies of leading powers, international law and international organizations.

Guideline 2 - A minimum of 20 hours of supporting work must be from the following fields.

1. Anthropology to include the study of the nature of culture, past and present, and comparison with modern society.

2. Economics, including the organization of modern industrial society and the application of fundamental principles of economic theory.

3. Geography, including the ways man relates to his environment, and a regional coverage of the world areas in which earth differences (cultural, political and economic) can be brought sharply into focus.

4. History, involving courses covering the main areas and basic concepts of historical knowledge.

5. Psychology to include historical developments, personality theory, social psychology, and research techniques.

6. Sociology to include social analysis, primary social units, social institutions and fundamental social pressure.

Economics

Guideline 1 - Economics teachers in the secondary schools must have an adequate understanding of main areas of economics.

A minimum of 40 quarter hours in economics with a minimum of 5 quarter hours each in macro-economics, micro-economics, and personal economics/consumer economics, and U.S. economic institutions is required.

Areas of study which would implement this guideline include the following.

1. Macro-economics, including the theory concerning the determination of employment, national income and output, economic fluctuation, economic growth, general price level changes and the related public policy issues of economic stability and growth.

2. Micro-economics, including knowledge of the functioning of a market or private enterprise economy and the nature of resource allocations and income distribution in a market system.

3. Money and banking, including knowledge of the institutions and economics of money, credit and banking, with emphasis on the factors influencing the quantity of money and the effect of money supply on employment, output, and prices.

4. Comparative economic systems, with an emphasis upon contemporary capitalism, communism, and socialism as they exist in theoretical frameworks and in practice in various countries.

5. Economic history, including knowledge of the economic origins and development of the United States, with emphasis on how the economic development of the United States offers insight into the accomplishments, problems, and trends in the U.S. economy.

Guideline 2 - Economics teachers in the secondary schools must have a background in mathematics adeqate to deal with the statistical problems involved.

Guideline 3 - Economics teachers in the secondary schools must have an adequate understanding of the personal economic roles of worker, consumer and citizen.

Guideline 4 - A minimum of 20 hours of supporting work must be from the following fields.

1. Anthropology, to include the study of the nature of culture, past and present, and comparison with modern society.

2. Geography, including the ways man relates to his environment and a regional coverage of the world areas in which earth differences (cultural, political and

economic) can be brought sharply into focus.

3. History, involving courses covering the main areas and basic concepts of historical knowledge.
4. Political science, including political thought, constitutional theory and ideals underlying American democracy, domestic and foreign policy and political institutions and practices of other countries.
5. Psychology to include historical development, personality theory, social psychology, and research technique.
6. Sociology to include social analysis, primary social units, social institutions, and fundamental social processes.

Geography

Guideline 1 - Geography teachers in the secondary schools must have an adequate understanding of the systematic subdivisions of the discipline. A minimum of 40 quarter hours in geography with a minimum of 5 quarter hours each in human geography, physical geography, methodology of geography with emphasis on field study, selected world regions, and economic geography.

Areas of study which would implement the guidelines include the following.

1. World human geography, or major cultural areas, including population, economic, and basic resource characteristics.
2. Weather, climate, landforms, and vegetation, including basic patterns, components, causative factors, and effects on man.
3. Economic geography focusing on resources, production, consumption, and the exchange system; and including rural and urban land use, marketing, transportation, industrial location and spatial analysis.
4. Political geography, emphasizing structure and function of sovereign states and political regions indicating sources of national strengths and basis for conflicts.
5. Environmental conservation resource management, and the ecosystem concept as applied to land-use planning and environmental problems in their cultural and political contexts.
6. Urban geography, including historical growth; factors in location, site, and situation; patterns and structures; and concomitant problems.
7. Social geography with analysis of contemporary population and settlement patterns at various scales from representative areas to continental distributions; and emphasizing the dynamics of demography, demographic techniques and prognosis.
8. Two regions of the world which reflect physical and cultural interactions, patterns, and functions and the dynamic and changing qualities which result from multiple phenomena and events.

Guideline 2 - Geography teachers for secondary schools need a minimum understanding of the content, skills, methodology, and materials in geography.

Areas of study which would implement the guideline would include the following.

1. Cartography and graphics, involving the ability to locate source materials, practice map construction, and make use of air and satellite photos.
2. Field methods, including observation, measuring, and recording data in the field and making an analysis, synthesis, and application of findings.

Guideline 3 - A minimum of 20 hours of supporting work must be from the following fields.

1. Anthropology, to include the study of the nature of culture, past and present, and comparison with modern society.
2. Economics, including the organization of modern industrial society and the application of fundamental principles of economic theory to the world economy.
3. History, involving courses covering the main areas, basic concepts of historical knowledge.
4. Political science, political thought, constitutional theory, and ideals underlying

American democracy, domestic and foreign policy and political institutions and practices of other countries.

5. Psychology to include historical developments, personality theory, social psychology, and research techniques.
6. Sociology, including social analysis, primary social units, social institutions, and fundamental social processes.

Broad Field Social Science

Guideline 1 - Broad field social science teachers in the secondary schools must have an adequate understanding of social science as defined in this document. Broad field social science certification must consist of a minimum of 75 quarter hours in four social science areas, distributed as follows.

1. A core of 45 hours in three areas with 15 hours in each area.
2. A concentration of 30 hours in one area not included in the core.

Guideline 2 - Upper division courses or equivalent courses in an area of concentration. At least 15 of the 30 hours must be in upper division courses from one or two disciplines.

Guideline 3 - Non-Western courses. In the planning of the total program 15 hours must deal with the non-western world, in such courses as cultural anthropology, cultural geography, modern history and comparative economic systems.

Guideline 4 - History. A history concentration may be in United States, Western or Non-Western history. However, at least 10 of the 30 hours must be in United States history.

Criteria for Graduate Programs

Professional Education

General criteria for graduate programs in Chapter 2 must be met.

Teaching Field

General criteria for graduate programs in Chapter 2 must be met.

Staff and Facilities

Staff

General staff criteria in Chapter 2 must be met.

Facilities

General facilities criteria in Chapter 2 must be met.

Admission and Guidance

General admission and guidance criteria in Chapter 2 must be met.

Speech Education

Approved December 1963

Frame of Reference

The improvement of oral communications is vitally important to the four basic objectives of the National Educational Policies Commission for secondary education: self-realization; social relationships; economic efficiency; and citizenship. Man exchanges ideas and makes the social adjustments necessary to human relationships through oral communication. The attainment of speech skills is essential in the development of the individual. It is the means by which persons participate in civic affairs and solve problems in discussion and conference. There is no area of business, industry or the professions in which one's ability to communicate effectively does not directly affect one's success and personal adjustment. It is the responsibility of the secondary school to provide education in the basic elements and the more specialized forms of speech so that all students may have the opportunity to achieve some degree of proficiency in these basic skills.

A speech program for the secondary school should be under the guidance of qualified teachers and should serve all students. High school students need a program of basic skills in speech; in addition, there should be specialized instruction in discussion, debate, interpretation, and theatre through courses and extracurricular programs. The total program should foster good speech habits and skills; it should also train persons in more specialized speech activities which are individually valuable to them.

It is obvious that such skills and habits cannot be developed in a single course or a single year. To achieve maximum effectiveness, this training should be continuous. Furthermore, it should be a flexible program, adjusted to individual needs, interests, and abilities, and must take account of conditions in the particular school and community.

Program Design

General Education

General education criteria in Chapter 2 should be met.

Professional Education

Professional education criteria in Chapter 2 should be met.

Teaching Field

The program should offer enough courses, both general and specialized, to prepare the prospective teacher to.

a. teach students to make sound inquiry and effective research into a variety of subjects and to present this information in a logical, clear and memorable manner.

b. teach students to evaluate "truth" and to advocate it logically and persuasively.

c. provide the student with a working knowledge of the psychological, physiological, and social dynamics of speech in regard to oral communication problems.

d. teach the basic techniques and principles of parliamentary procedure.

e. illustrate speech sounds clearly and graphically.

f. teach the student to analyze voice and articulation and to guide him toward speech improvement.

g. develop an appreciation of drama and theatre and provide elementary training in acting and basic technical production in the high school, as well as an extracurricular program devoted to the production of one-act and full-length plays.

h. teach students to analyze argument through a consideration and examination of logical and emotional appeals as

well as to differentiate between logic and propaganda.

i. teach an appreciation and understanding of literature and, through its oral interpretation, to convey intellectual and emotional content to the listener.

j. develop the student's understanding of the influence and impact of mass communications (radio and television).

In addition the program should assure that the future teacher of speech is competent in the following broad areas.

a. General Speech (Course examples include fundamentals of speech, public speaking, voice and diction and/or phonetics, parliamentary procedure, oral communication, survey of speech correction).

b. Drama and theatre (Course examples include play production, acting, technical production, history of the theatre, play directing).

c. Discussion and debate.

d. Oral interpretation.

Criteria for Graduate Programs

Professional Education

General criteria for graduate programs in Chapter 2 should be met.

Teaching Field

General criteria for graduate programs in Chapter 2 should be met.

Staff and Facilities

Staff

General staff criteria in Chapter 2 should be met.

Facilities

In addition to the general facilities criteria in Chapter 2, adequate audiovisual equipment should be available including tape recorders, playback equipment with earphones, slide projectors and adequate slides for various courses. Facilities should also include a college theatre or auditorium with minimal equipment for adequate staging. There should also be a classroom theatre or laboratory theatre for the use of the department. Above all, sufficient library resource material must be made available in all areas of speech, using the standard books and periodicals recommended for colleges by recognized professional associations.

Admission and Guidance

General admission and guidance criteria in Chapter 2 should be met.

Trade and Industrial Education

Approved February 1968

Frame of Reference

The concept of work as part of a wholesome life is deeply embedded in our American culture. The desire to develop the potential of all persons in our society is and has been the hope of educators both for the benefit of the persons and for the perpetuation of our society. Many types of educational institutions have come into existence to play a role in this ultimate goal of "education for all."

The U.S. Department of Education defines vocational education as that instruction which is ".... designed to fit individuals for employment in a recognized occupation. Such instruction will include vocational or technical training or retraining for (1) those preparing to enter a recognized occupation upon the completion of instruction and (2) those who have already entered an occupation, but desire to upgrade or update their occupational skills and knowledge in order to achieve stability or advancement in employment."

The rapid expansion of our economy in recent years has brought vocational education out of the fringe area of education and focused it more sharply as a vital part of our national defense, world leadership role, and overall educational objectives.

According to the Georgia Department of Education, trade and industrial occupations are concerned with preparing persons for initial employment or for upgrading or retraining workers in a wide range of trades and industries. Such occupations are skilled or semi-skilled and are concerned with layout designing, producing, processing, assembling, testing, maintaining, servicing, or repairing any product of commodity."

These criteria refer to teacher preparation in the Georgia institutions of higher learning for teaching in the trade and industrial occupational programs in the vocational schools, area vocational-technical schools, and high schools of Georgia.

Program Design

Criteria for Undergraduate Programs

General Education

General education criteria in Chapter 2 should be met.

Professional Education

Professional education criteria in Chapter 2 should be met.

In addition, the professional education sequence should provide experiences to enable the student to be knowledgeable of problems of the school, problems of teaching and the impact of technological innovations in education.

Student teacher placements for students in trade and industrial education should be at vocational schools, area vocational-technical schools, or high schools.

Teaching Field

The teaching field in trade and industrial education requires competencies in the following three areas.

Competencies and experience in the occupation as evidenced by the following.

1. Presentation of letters of affidavit proving occupational experience two years beyond the learning period. The learning

period in interpreted as apprenticeship or formalized vocational education training program.

2. In lieu of the above, one year of structured work experience in an occupational field in which the candidate expects to teach, supervision by the teacher-preparing institution, the completion of this program in trade and industrial education, and a concentration in the occupational field in which the candidate expects to teach.

Competencies in specialized subject matter:

1. Ability to make a detailed analysis of a trade or occupation to determine the teaching content therein.
2. Understanding of how teaching content can be organized so that occupational theory and laboratory experiences are correlated and meaningful to the student.
3. Understanding of management principles as applied to school laboratories.
4. Understanding of the physical sciences, mathematics, and social sciences, and the ability to apply knowledge gained in general education to teaching responsibilities.
5. Understanding of federal laws and policies affecting vocational education programs and the ability to design and conduct programs within the limits of these policies.
6. Understanding of the principles of adult education and the ability to apply these principles in helping adults who seek training beyond the high school level.
7. Understanding of the objectives and concepts of other vocational disciplines (vocational agriculture, home economics, technical education, business education and distributive education).
8. Understanding of the impact of modern technological innovations and the use of computers.
9. Further development of knowledge of the technical sciences.
10. Demonstrated understanding of individualized instruction and techniques for accomplishing this in occupational training.
11. Knowledge of the history and evolution of vocational education in America and of the influence of organized labor and other forces in our society.
12. Demonstrated ability in the use of specific instruments and techniques for evaluating vocational and industrial programs.
13. Knowledge of industrial safety programs and how these are incorporated in a school program.

Understandings in Related Sciences

In addition to specialized subject matter, the curriculum shall emphasize the physical sciences appropriate for the various occupations.

Criteria for Graduate Programs

Professional Education

General criteria for graduate programs in Chapter 2 should be met.

Teaching Field

General criteria for graduate programs in Chapter 2 should be met.

Staff and Facilities

Staff

General staff criteria in Chapter 2 should be met. In addition, all trade and industrial teacher educators should possess a sufficient degree of occupational competency in a vocation, appropriate teaching experience, and adequate preparation in trade and indus-

trial teacher education for their assigned responsibilities. A minimum of a Master's degree specialization should be required of all full-time staff members.

Facilities

General facilities criteria in Chapter 2 should be met.

Admission and Guidance

In addition to general admission and guidance criteria in Chapter 2, students who are admitted to this program should have had adequate vocational experience or contact in the line of work for which they are preparing themselves as teachers, or should be capable of acquiring such experience or contact as a part of their program. Students may be admitted to the undergraduate trade and industrial program who

A. Have completed pre-employment occupational training programs and have worked as wage earners for a prescribed period of time in the areas they plan to teach, or

B. Have completed pre-employment occupational training programs in their areas of specialization and have the necessary occupational competencies to become wage earners in the same, or

C. Possess the necessary mechanical and technical aptitudes and physical maturity to pursue pre-employment occupational training programs and to work as wage earners in an occupation, or

D. Are able to demonstrate their occupational competency through examinations.

Students may be admitted to the graduate trade and industrial education program who

A. Have undergraduate degrees in this teaching field, or

B. Have undergraduate degrees, and sufficient occupational training, work experience, and professional education for a Teacher's Associate Professional Four-Year (T-4) Certificate in Trade and Industrial Education.

Criteria for College Programs in Teaching Fields
Grades K-12
Art Education

Approved December 1982

Frame of Reference

The creation of art forms and the teaching of art are highly individualized activities which communicate feelings and meanings. Thus, the development of the creative and expressive abilities along with qualitative judgment comprise the three-fold objective toward which materials, tools, and skills—indeed all considerations—are directed.

Since the visual arts are concerned with responding to the world, art education is also committed to the development of the senses leading to higher sensitivity, selectivity, and structuring of all we perceive.

Since teaching is exclusively a human enterprise of interaction, this should be the prime concern of the selection of students through all aspects of preparation. Inextricably linked to that interaction are those essential but less readily recognizable components of the studio art experience; being articulate in dealing with the expressive content of art forms and the continual development of the individual's personal philsophy.

Not all prospective art teachers need the same amount or even the same sequence of class work, general studies, content in the special art area, teaching and learning theory, observation/participation and practicum experience and professional studies. As a consequence of individual differences, some students may need a broader and/or more complex series of studies and experiences than others. Mature students should have the opportunity to progress more rapidly.

These criteria have been developed as an outline of how such teachers can best be prepared for service in the elementary and secondary schools of Georgia. It is recognized that the various institutions of higher education in Georgia will differ greatly in outlook, personnel, physical equipment, and clientele. The criteria allow for such differences.

Program Design

Criteria for Undergraduate Programs

General Education

General education criteria in Chapter 2 should be met.

Professional Education

Professional education criteria in Chapter 2 should be met.

Teaching Field

This component of the program includes the specialized study of the content of art to be taught to pupils and knowledge in the subject matter of art and allied fields that are needed by the teacher for perspective and flexibility in teaching.

Professional Growth

1. Demonstrate a professional commitment to the importance, growth and continuing role of art in the instructional program of elementary, middle and secondary schools.
2. Demonstrate a knowledge of and commitment to art-related professional associations and organizations.
3. Identify and utilize professional resources such as publications, agencies, museums, galleries and human resources.

Art Education Foundation Areas

1. Demonstrate a knowledge of historic developments of art education.
2. Demonstrate knowledge of the relevance of art in society and its cultural implications.
3. Demonstrate knowledge of current psychologies of visual art and its implications for learner growth and development.
4. Demonstrate knowledge of the relationship of the visual arts to other disciplines of study.
5. Demonstrate knowledge of assessment procedures for evaluating visual art competencies.
6. Demonstrate knowledge of research in art education.
7. Demonstrate knowledge of the nature and aims (philosophy) of the visual arts.

Art Criticism and Art History Areas

1. Demonstrate knowledge and application of art criticism approaches.
2. Demonstrate knowledge of the developments of past and contemporary world art forms.
   a. Demonstrate the ability to distinguish between and among styles of art of different cultures and times.
   b. Demonstrate the ability to identify major artists and their works of art.
   c. Demonstrate the ability to distinguish between and among the functions of art in different cultures and times.

Producing Art Areas

1. Demonstrate basic concepts and skills in the production of two-and-three dimensional art.
2. Demonstrate basic concepts in the visual arts including content from the following two-and-three dimensional areas. (This does not imply that a separate course in each area be offered.)
   - Drawing
   - Sculpture
   - Design
   - Ceramics
   - Printmaking
   - Commercial Art (*i.e.* Advertising Design, Fashion, Graphics, Illustration, Product and Package Design, Typography)
   - Painting
   - Fibers (Stitchery, Weaving, Surface Design)
   - Cinematography (Animation, Film, Video)
   - Jewelry Design
   - Photography
   - Environmental Design (Community Planning, Interior Design, Architecture)
   - Computer Art
   - Metal Design
3. Demonstrate the ability to select and apply appropriate tools and media processes for producing art forms.
4. Demonstrate the ability to transform an idea from the conceptual stage to an art form.
5. Demonstrate the concepts and skills in at least one area of specialization.

Methodology Areas

1. Identify and develop program and instructional goals for visual arts.
2. Select/develop a K-12 visual arts continuum emphasizing the scope and sequence of learning experiences.
3. Construct and sequence related short range objectives for art experiences.
4. Construct or assemble assessment instruments to measure student performance in art.

5. Demonstrate the ability to plan art learning experiences in relation to objectives and needs of students.
    a. Select/develop and sequence related learning experiences in art (criticism, history or production) that are appropriate for a given set of instructional objectives and student learning needs.
    b. Select and prepare instructional materials for identified instructional objectives and student learning needs.
    c. Identify skills which assist students in developing and justifying their own art values, attitudes and beliefs.
    d. Recognize and encourage students in developing creative approaches to problem solving in art criticism and production.
    e. Develop learning experiences which emphasize the relationship of art and other subjects.
    f. Develop visual art experiences for students with physical and psychological difficulties.
    g. Develop visual art experiences for students identified as gifted and talented.
6. Demonstrate the ability to counsel students concerning potential art and vocational careers.
7. Demonstrate the ability to plan and design a functional art facility based upon identified program needs.
8. Identify and develop a system of keeping records of art classes and individual student progress.

Generic Based Art Areas

1. Demonstrate the ability to communicate information about art orally in a coherent and logical manner.
2. Demonstrate the ability to listen to, comprehend, and interpret art information.
3. Demonstrate the ability to write about art in a logical, easily understood style with appropriate grammar and sentence structure.
4. Demonstrate the ability to organize and present art learning experiences.
5. Demonstrate the ability to deal effectively with classroom management.

Criteria for Graduate Programs

Professional Education

General criteria for graduate programs in Chapter 2 should be met.

Teaching Field

The advanced programs in art education should be constructed to provide breadth and depth beyond that of the undergraduate program. Such offerings are seen as attending not only to the expanded and deepening needs of the art teacher, but also to the needs of those who are concerned with art education from other dimensions, such as art supervision, consulting, and adult continuing education.

The masters program is designed to prepare teachers to be more effective in classroom performance. Emphasis is placed upon practical approaches to classroom teaching and increased knowledge and skills in the visual arts.

The specialist program is designed as a terminal degree for educators who desire extended study of instructional practices and procedures. This program includes more in-depth content with theoretical bases in the areas of general education and the visual arts teaching field.

The doctorate is primarily a terminal degree program for educators desiring in-depth scholarly study in higher education, research, supervision, administration and other dimensions of visual arts education.

Masters level

1. Demonstrate knowledge of current concepts of developmental psychology as related to student learning needs and program design in the visual arts.

2. Demonstrate knowledge of current psychologies of visual art and its application to program design and to student learning needs.
3. Demonstrate a knowledge of historical and philosophical perspectives in art education and its relationship to program emphasis and development.
4. Demonstrate knowledge of current research and methodology in order to interpret, conduct and implement visual arts research findings.
5. Identify and select appropriate measurement techniques for evaluation of visual arts education of students, teachers and programs at each instructional level.
6. Identify and select teaching approaches which provide student learning experiences emphasizing the relationship of the visual arts to other disciplines of study.
7. Demonstrate increased knowledge of art criticism and art history.
8. Identify and plan teaching approaches used to increase student knowledge of developments of past and contemporary world art forms.
9. Demonstrate an increased knowledge of basic concepts and skills in the visual arts studio areas.
10. Demonstrate the ability to identify and develop visual arts programs reflective of current trends and issues in the field.
11. Demonstrate the ability to develop visual arts curriculum continuua based upon scope and sequence of learning experiences in visual arts (criticism, history or production).
12. Demonstrate knowledge of the role of the visual arts program and its relationship to school organization, philosophy and objectives, general curriculum design and facilities.
13. Demonstrate the ability to interpret, organize and present in written, oral and visual formats information about the visual arts.
14. Demonstrate a knowledge of current and historical philosophies of aesthetics.

Specialist Level

Demonstrate advanced competency in knowledge, attitudes and skills as identified for the masters level of preparation. The program of study is concerned with contemporary educational problems including research, curriculum development and methodology, innovative developments, and interdisciplinary concepts.

Doctorate

Demonstrate scholarship in the study of the visual arts and its application to contemporary educational problems including research, curriculum development and methodology, innovative developments and interdisciplinary concepts.

Staff and Facilities

Staff

General staff criteria in Chapter 2 should be met. In addition, the art education faculty shall consist of faculty members who demonstrate the competencies required by the program and/or the ability to interpret these competencies to the students. Art education faculty members must have elementary/middle/secondary school teaching experience and have frequent contact with the schools.

Facilities

General facilities criteria described in Chapter 2 should be met. The teacher education institution must have a comprehensive collection in art education of print and nonprint materials, hard and soft ware, which includes but is not limited to slides, films, reproductions and originals of child and adult work and appropriate space to utilize and exhibit these materials. It is further recommended that art education guidelines for facilities and equipment available from the Georgia Department of Education be

used as a reference for the development and evaluation of art education programs. Adequate, secure space for student and other exhibits must be provided.

Admission and Guidance

General admission and guidance criteria in Chapter 2 should be met. In addition, requirements must include the presentation and review of a portfolio of art works for admission to the undergraduate teacher education program. Exit from the undergraduate teacher education program requires a review of a portfolio of art works and art teaching materials.

Admission to a graduate program in art education shall be based on demonstrated competence in those criteria specified for preparation at the undergraduate level. A portfolio review must be included as part of the admission requirements to graduate programs.

Certification Standards

Four-Year Level

Sixty quarter hours of acceptable credit from an approved institution with study including the following areas.

1. 15 quarter hours from art history and criticism
2. 35 quarter hours from producing art. Production of two and three-dimensional art must be included, including drawing and design, with emphasis in one area of concentration.
3. 10 quarter hours from art education methodology, K-12, excluding professional education sequence courses.

Five-year Level

1. Eligibility for a professional four-year certificate in art.
2. Twenty-five quarter hours of acceptable graduate credit from an approved institution in subject matter of content courses dealing with the field of art/art education.

Six-year Level

1. Eligibility for a professional five-year certificate in art.
2. Three years of acceptable school experience.
3. Twenty-five hours of acceptable graduate credit from an approved institution in courses dealing with subject matter or content in art/art education. The remainder of the work may be selected from closely related fields.

Seven-year Level

If an applicant is eligible for a six-year certificate in art, the D-7 certificate may be issued in the same field when all doctoral requirements outlined in the general education requirements for doctoral certificates have been completed.

Teacher Certification Test

The Teacher Certification Test in art will be required of all persons completing requirements in this field.

To Add to an Existing Certificate

The field of art may be added to an existing certificate when all requirements for the appropriate level of certification in art listed above have been completed.

Dance Education

Approved August 1979

Frame of Reference

Definition of Dance. Dance is movement in time, space and force for the purpose of expression, communication or personal satisfaction.

Definition of Dance Education. Dance education encompasses both the experience of movement as expressive action and the appreciation of dance as an aesthetic form. The public school dance teacher must be aware of the philosophy, function, and current practices of public education, and be capable of making dance a living force in the lives of children in school and in the community. The criteria submitted herewith have been developed as an outline of how such teachers can best be prepared for sevice in the elementary and secondary schools of Georgia.

The committee recognizes that the various institutions of higher education in Georgia will differ greatly in outlook, personnel, physical equipment and clientele. The criteria are intended to allow for such differences.

Functions of Dance in Education

A. Presents dance as an art form.

   1. Increases awareness of the inherent sensory perceptive qualities of movement and their expressive meanings.
   2. Provides an opportunity for the culmination of creative exploration in structured aesthetic forms for the satisfaction of the participants and perception of an audience.
   3. Extends and deepens aesthetic perceptions of dance and relates them to other art forms and disciplines.

B. Functions as a wholistic activity, employing the use of the right brain; therefore children can be taught linear and sequential subjects (*i.e.*, reading, math, science) through dance/movement experiences.

C. Fosters problem solving by encouraging children to make new organizations of material as an alternative to rote learning. Through these experiences, children discover that there may be many solutions to one problem.

D. Employs dance/movement as a means of encouraging self-expression and self-awareness.

   1. Establishes an environment and motivation of creativity in dance therefore contributing to the development of a positive self-concept.
   2. Provides a variety of opportunities to perform through which personal presence and confidence can be developed and dance achievements can be shared.

E. Contributes to an understanding of the human body, its mechanical potentials and limitations.

F. Aids students, regardless of age, special problems, motor ability, or experience, to enjoy dance/movement for its own sake and to expand their movement capabilities.

G. Provides outlets for emotional tension and frustration, with a constructive use of excess adrenalin and release of muscular tension.

H. Enhances understanding and appreciation of one's own cultural heritage and the unique offerings of other cultures through participation in folk and ethnic dance forms.

I. Discloses the significance of nonverbal communication in all human interaction and provides for such communication through dance activities.

J. Fosters positive human relationships through the group process of solving dance/movement problems.

Program Design

Criteria for Undergraduate Programs

General Education

General education criteria in Chapter 2 should be met except that dance education programs in higher education throughout the country reflect in their organization a four-year sequence to allow for the unique aspects of dance learning. Accordingly, the dance education student shall begin dance studies upon entering college to allow for continuous development of dance skills and competencies. This would necessitate that general education courses be distributed over the entire college program rather than concentrated in the first two years.

Professional Education

Professional education criteria in Chapter 2 should be met.

Teaching Field

Students should have experiences and demonstrate competency in the following areas.

Movement experiences

1. Advanced competencies in at least two dance areas, including either modern or ballet forms, and two intermediate level competency areas from the following.

Modern dance	Ethnic
Ballet	Traditional and contemporary social dance
Folk, square and round	
Jazz, tap, or other stylistic forms	

2. Awareness of body structure and its movement possibilities; application of kinesiological and physiological knowledge in the attainment of dance skills.
3. Experiences with and understanding of the rhythmic form of dance movement.
4. Manipulation and utilization of the basic movement elements—time, space, and force—to create expressive movement form.
5. Use of kinesthetic awareness as a factor in the mastery and selection of movement for dance expression and communication.
6. Understanding of the cultural origins of social, folk, historic, stylistic and ethnic dance forms.
7. Development of sensitivity to details of styling in the performance of social, folk, historic, stylistic and ethnic dance forms.
8. Positive interaction in human relationship throughout all dance experiences.

Creative experiences

1. Experiences in developing dance movement through the use of improvisation and exploration.
2. Understanding of various concepts of choreography and experience in working with composition.
3. Development of aesthetic sensitivity and ability to evaluate choreographic works critically.

Performance and production experiences

1. Awareness of performer-audience interaction.
2. Performance by the student of both personal choreography and the works of others.
3. Participation in solo and group choreography.
4. Participation in the planning and making of lecture-demonstrations and concerts.
5. Guided experience in the selection and use of music as dance accompaniment; theoretical understanding and practice in percussion accompaniment.
6. Guided experience in the design, construction, and use of dance costumes, properties, stage sets and makeup.

7. Guided experience in staging and lighting dances.

Cognitive experiences

1. Understanding of the physical laws of motion.
2. Kinesiological analysis of dance movement based upon an understanding of the anatomical and neurophysical functions of the body.
3. Analysis of rhythm and understanding of musical notation.
4. Theory in the use of dance notation.
5. Knowledge of musical forms and acquaintance with available musical resources.
6. Knowledge of dance history and experience with the creation of historical forms.
7. Discourse in dance philosophy and aesthetics.

Criteria for Graduate Programs

Professional Education

General criteria for graduate programs in Chapter 2 should be met.

Teaching Field

General criteria for graduate programs in Chapter 2 should be met.

Staff and Facilities

Staff

In addition to the general staff criteria in Chapter 2, the staff must consist of faculty members who demonstrate the movement competencies required by the program and/or the ability to interpret these competencies to the students. At the graduate level, at least one faculty member must hold an earned doctorate in dance or in a related area.

Facilities

In addition to general facilites criteria in Chapter 2, facilities and equipment shall be available in sufficient quality and quantity to provide for all dance activities in the required and elective curricula. This would include, but not be limited to, an area with a resilient floor, wall mirrors, adequate ventilation, barres, and an adequate sound system.

Admission and Guidance

General admission and guidance criteria in Chapter 2 should be met.

Drama Education

Approved August 1979

Frame of Reference

Drama is an imitation of life. From the child's imitation of the sounds and actions of his encapsulated surroundings to the adult's role-playing in a more encompassing environment, dramatic expression is inherent in all stages of an individual's life. There is, therefore, an increasing awareness on the part of educators and school administrators that training and experience in the dramatic arts is necessary to develop the student to his maximum potential.

The history of dramatic activities in the school curriculum shows that the philosophy and techniques have been recognized and used for years. Significant results have been reported when dramatic activities were employed to improve speech, reading skills, problem-solving abilities, and social development. There is also a substantial body of research to validate the importance of drama as a method of teaching.

The role of drama in the school, K-12, is twofold, it serves as (1) a key to the ideas and beliefs of mankind as communicated through literature and theatre and (2) a technique for teaching and learning in a vital manner.

The preparation of students in drama involves a sequence of creative activities beginning in the earliest school years. Such activities help youngsters explore word meanings, facial and bodily expressions and the physical characteristics common to all individuals. From these, the students become more acute observers of life and the nuances of human conduct become more visible as a means of learning virtually any subject matter in a more dynamic way. Conversely, students so equipped can penetrate more deeply the meaning of the world around them as that world is presented in real life, on the stage, or in film and television.

Drama involves the elements of sound, movement, color, mass, energy, line space, and language. These elements singly or in combination are common to the concepts underlying many subjects in the public school curriculum. In dramatic activities, students perceive with their whole beings the cultural, aesthetic, and social development of man.

The purpose of drama in the school curriculum is consistent with the general purposes of cultural arts education. It develops confidence and self-expression; it improves social attitudes and relationships; it promotes emotional stability; and it contributes to a philosophy of living. Drama in the school exists to (1) provide opportunities for students to discover theatre as an avenue for the expression of their feelings and beliefs; (2) help students develop talents they have for expressing themselves through speech, movement, and theatrical devices; (3) encourage students to use these talents creatively; (4) lead students to an understanding of the universality of symbolic oral and physical communication; and (5) assist students with special talent and interest to prepare for further education and careers in theatre and related fields.

Program Design

Criteria for Undergraduate Programs

General Education

General education criteria in Chapter 2 should be met.

Professional Education

Professional education criteria in Chapter 2 should be met.

Teaching Field

In order to accomplish the task of developing successful dramatic activities and programs in the public school curriculum, K-12, drama specialists share common needs. Every teacher of drama must to some extent be a performer, an audience member, a historian, and a theorist. For this reason, certain subject matter areas and learning processes are common to every baccalaureate degree in educational theatre.

The undergraduate program for drama specialists shall establish an awareness of the general school activity and the part that theatre can plan in enlarging learning possibilities within this activity. It shall also develop the capacity and disposition for continued learning in the field of theatre. New developments and the rapid pace of change in the field of theatre arts require that teachers upgrade their professional capability on a continuing basis using such media as inservice education, individual study, and formal graduate study. The precise format and details of the curriculum utilized to achieve this breadth of skills and understandings are best determined by the ways that are commensurate with its unique goals and resources.

The program shall provide competencies, including classroom and laboratory experiences, in each of the following areas.

Theatre history and literature, including study of representative plays from the major periods of theatre history; the physical theatre, production techniques and plays of the major periods of theatre history; and a cultural awareness of the role of drama and the performing arts from the past to the present.

Stagecraft, including the ability to operate the tools of a scene shop; construct the basic scenic elements (*i.e.*, flats, levels, etc.); hang and focus stage lighting instruments; and operate sound equipment.

Basic design, including an understanding of the process involved in the designing of stage costumes, stage scenery, and stage lighting; and make-up design and application.

Acting—an ability to perform and understand the basic tasks of the actor, including use of the body and voice in an expressive and communicative manner; techniques of analysis and development of characters; memorization of texts; use of improvisational techniques; and participation in ensembles.

Directing—a basic understanding of the skills required of the director, including play selection; script analysis; audition procedures; rehearsal procedures; and ability to communicate directorial intent or concept to collaborative artists.

Creative dramatics, including knowledge of the skills needed in working improvisationally with students of different ages; experiences in the creation of unscripted presentations; awareness of the role of children's theatre in the cultural life of the student; knowledge of puppet and mask construction and use; knowlege of how creative dramatic experiences can be used in different areas of the curriculum.

Media in dramatic arts (film, video, radio), including knowledge of how the media influence the student and how these media can be used as a teaching tool in the classroom and as a production aid.

Reader's theatre and oral interpretation, including skill in literary analysis; use of the voice and body for expressive communication; and a knowledge of the techniques used in presenting reader's theatre programs, *i.e.*, adapting of literature, staging, and rehearsing.

Criteria for Graduate Programs

Professional Education

General criteria for graduate programs in Chapter 2 should be met.

Teaching Field

Graduate study in drama education should provide greater depth of concentration in the

field of theatre. This study shall emphasize additional work in theatre history, criticism, theory, research and methodology; additional training and experience in the performance and design areas and in the direction of plays, musicals, creative drama, and the use of drama in the public schools and the community.

Staff and Facilities

Staff

General staff criteria in Chapter 2 should be met. In addition, at the graduate level at least one faculty member must hold an earned doctorate or the professional equivalent.

Facilities

General facilities criteria in Chapter 2 must be met. In addition, the institution must provide adequate space for performance, rehearsals, scenery, costume and property construction. Institutions with graduate programs need a full complement of production activities.

Admission and Guidance

General admission and guidance criteria in Chapter 2 should be met. Admission to graduate programs in drama education, without assignment of undergraduate deficiency courses, should be granted to students who present undergraduate programs equivalent to the criteria for undergraduate programs in drama education.

Education of Exceptional Children

Approved November 1970
(Interrelated Teacher Approved September 1975)

Frame of Reference

In a democracy where education is the right of all who can benefit from it and where there is commitment to the freeing of individuals to realize their potentials, there must be commitment to provide appropriate education for those who by natural endowment or through some accident are unable to derive an adequate eduation from existing programs. Responsibility for innovative efforts to meet this commitment lies with the college teacher preparation programs, the Georgia Department of Education, and the public schools.

Life goals include self-realization, social usefulness and self-support. In the light of these goals, the capacities of existing education programs must be judged against the functioning of an individual child. If these programs are inadequate for the individual, then the system has an exceptional child. A variety of adaptations in the educational process must be provided to permit individuals to accomplish accepted life goals.

Program Design

Criteria for Undergraduate Programs

General Education

General education criteria in Chapter 2 should be met.

Professional Education

Professional education criteria in Chapter 2 should be met.

Teaching Field

General Criteria

Guideline 1. The program should provide opportunities for study in areas related to the teaching field which will provide sufficient preparation for the pursuit of graduate study. The specialist needs substantial knowledge in such areas as human learning, child development, differential psychology, language development, psycho-educational procedures and remediation, and motor development in children, as well as experiences with community agencies. Depending on the area of exceptionality, there may be need for knowledge in such areas as social and emotional adjustment, educational technology, human physiology and behavioral research.

Guideline 2. The program should include basic studies appropriate for all areas of special education. Teachers of exceptional children should develop the skills, knowledge, and understandings needed for teachers of the normal child. They should have knowledge of the goals and procedures of public education through appropriate practica in the public schools. In addition, the programs for teachers of exceptional children should provide understandings that include the types and nature of exceptionalities found among children and youth; the school program provided for the education of exceptional children; and the community agencies and resources available for assistance to these children and their parents.

Basic requirements should include study of the broad field of exceptionality, psychology of exceptional children, mental hygiene, or the equivalent. The program should provide the four-year professional education and teaching field requirements appropriate to the area of exceptionality. Professional education studies, where appropriate, may also be in an area of exceptionality. A fifth-year program in one field of exceptionality may be based on another professional four-year program. A sixth-year program in one field of exceptionality may be based on a related fifth-year program in exceptionality.

Guideline 3. The program should require studies sufficient in depth to assure competence in a specialization area or a teaching field. In each area of exceptionality, there should be provision for an understanding of the nature and needs of the area of exceptionality, including the physiological, emotional, communicative, and educational factors involved; educational programs and procedures for the area of exceptionality including student and parent counseling; and student teaching or practicum experience with children of the area of exceptionality.

Areas of Concentration

A student in this program should develop skills and understandings in a particular area of concentration. These areas of concentration include the following.

- Behavior Disorders.
- Gifted
- Hearing Impaired (Hard of Hearing and/or Deaf)
- Hospital/Home Bound and/or Orthopedically Handicapped
- Learning Disabilities
- Mentally Retarded (EMR and/or TMR)
- Speech Impaired
- Visually Impaired

Behavior Disorders

Children with behavior disorders often demonstrate varying degrees of maladjustive reactions toward peers and authoritative figures, such as parents and teachers. Well-adjusted children are able to maintain comfortable relationships among their inner selves, others and their environments. Some children, however, are unable to make or to maintain adjustment to everyday surroundings or to the forces within themselves. Teacher preparation for this field should provide understandings and skills in the following areas.

a. The relationship of emotional and social environment to normal and abnormal learning.

b. The measurement and interpretation of behavioral indices inherent in emotional disturbance.

c. The theoretical bases of counseling, psychotherapy and behavioral management, including an awareness of the process involved.

d. The normal physical, mental, and personality development of children and normal personality dynamics.

e. The maldevelopment of personality as manifested by symptoms and problems such as adjustment reactions of childhood, conduct disorders, neuroses, and psychoses.

f. The process by which disturbed children may be helped toward more stable mental health and the contributions of such professions as education, psychology, psychiatry, sociology, and social work.

g. The significant role of parents and their interaction with the child, teacher, and school.

h. The significance of cultural forces, conflicts, and value systems in the development of personality.

i. The services of community organizations, both private and public, and the legal framework through which they function—family agencies, child guidance clinics, domestic relations courts, juvenile courts, adoptive and foster homes, residential treatment homes, and similar resources.

j. The research processes by which the frontiers of knowledge are explored in the area of emotional disturbance in children and closely allied fields.

k. A supervised practicum in educational programs for students with behavior disorders.

l. The effects of physical mistreatment, psychological abandonment, and academic failure on psychological adjustment.

m. The effects of the ecological system on the psychological adjustment of individuals which may result in norm violating behavior.

n. Educational program planning, including study of programs found to be most valuable for the behaviorally disordered, and research findings concerning these programs.

o. Teaching strategies and materials found to be successful for pupils with behavior disorders as defined in *Program for Exceptional Children.*

Gifted. (This field may only be added as an endorsement to an existing professional teaching certificate. If added to a four-year certificate, one year of teaching experience is required.)

The gifted are defined as children and youth with high mental ability and/or special talents. The work will be at the graduate level and will include the following.

a. Psychology of giftedness including characteristics of the gifted.

b. Educational program planning, including a study of programs found to be most valuable for the gifted and research findings concerning these programs.

c. The teaching strategies and materials found to be successful with the gifted.

d. Measurement and evaluation as related to the gifted.

e. The general principles of curriculum development as related to the gifted.

f. Learning theories, higher conceptualization processes, qualitative differences in the thinking of the gifted, and the development of multiple cognitive and affective skills and abilities (*e.g.*, verbal, quantitative, humanistic, aesthetic, abstract, creative, empathic, leadership, psychomotor, social, critical, logical, memory, etc.).

g. Introduction to exceptionality (history, philosophy, and research relevant to a particular field and to exceptional children generally), or satisfactory substitute.

h. At the fifth-year level, a practicum for student teaching experience unless the person has completed a similar experience previously.

i. At the fifth-year level, some emphasis on a subject matter discipline.

j. For instructional supervisor and/or director of services for the gifted, completion of the regular instructional supervision study prescribed in criteria for these fields.

Hearing Impaired

The teacher of the hearing impaired will be able to make educational classification and class placement of deaf and hard-of-hearing children. Educational classification and class placement of the deaf and hard-of-hearing child shall depend primarily on the child's communication ability.

Preparation for education of the hearing impaired should include study in the following areas.

a. Language development and normal speech in children, common speech defects found among pre-school and school-age children, and basic techniques for their prevention and correction.

b. The etiology and treatment of speech deviations, such as articulation, voice, and symbolization disorders.

c. Advanced language problems of the hearing impaired; physiological, psychological, and social foundations of speech and hearing disorders, including auditory, and speech mechanism, and anatomy.

d. Pathologies in oral communication and procedures in management of children and youth with speech and hearing disorders, including diagnosis and evaluation, therapeutic methods and materials.

e. Audiometry and hearing rehabilitation, including the use of hearing aids for the hearing impaired.

f. Auditory training and speech reading.

g. Instruction and practice in appropriate communication skills (oral, non-oral).

h. Instruction in teaching speech to deaf children.

i. Supervised practice with hearing impaired children, partly in a public school.

j. Educational program planning, including study of programs found to be most valuable for the hearing impaired and research findings concerning these programs.

Hospital/Home Bound and/or Physically Handicapped

These program areas cover instruction for the pupil with an educational handicap caused by a medically diagnosed non-communicable physical condition which restricts him to his home or a hospital for a period of time. Study in this program will include the following areas.

a. The relationship of physical handicaps to achievement.

b. Medical, sociological, and psychological aspects of multi-handicapped and ill children.

c. The significant role of parents and their interaction with the child, teacher, and school.

d. The services of community organizations, such as family agencies, child guidance clinics, domestic relations courts, juvenile courts, adoptive and foster homes, and residential treatment homes.

e. The teaching strategies and materials of instruction for pupils in need of hospital/home instruction.

f. A supervised practicum that includes experience with students both in normal and special programs.

A teacher for the hospital/home bound must have a regular teaching field at the four-year level and selected study from the program for the physically handicapped as outlined.

Learning Disabilities

According to the Georgia Department of Education *Program for Exceptional Children*, "children with special learning disabilities exhibit a disorder in one or more of the basic psychological processes involved in understanding or in using spoken or written languages. These may be manifested in disorders of listening, thinking, talking, reading, writing, spelling or arithmetic. They include conditions which have been referred to as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, developmental aphasia, etc. They do not include learning problems which are due primarily to visual, hearing or motor handicaps, to mental retardation, emotional disturbance or to environmental disadvantage." Teacher preparation in this area should include skills in and understanding of the following areas.

a. The significance and causes of the failure to learn, the measurement of abilities and disabilities, nature of learning disabilities, the relationship between learning disabilities and emotional problems, and the development of specific technical devices for the diagnosis and remediation of learning problems.

b. The measurement and interpretation of specific deficiencies involved in learning disabilities.

c. The development and initiation of a remedial program for the individual based on formal and informal evaluation procedures.

d. The theoretical bases for programs in motor learning, language learning, symbolic learning and social learning.

e. Behavior modification and behavior management.

f. The contributions and skills of other disciplines in the treatment and education of children with learning disabilities.

g. The role of parents, community volunteers, teacher assistants and other helping personnel.

h. How learning disorders may be prevented by improved teaching methods.

i. Research procedures and processes

leading to how decisions are made in the treatment of learning disabilities and/or the exploration of specific learning behavior.

j. A supervised practicum with learning disability students in educational settings providing for tutored, small group and special class experiences.

Mentally Retarded

The teacher in this area is qualified to work with all levels of mental retardation. He must be prepared to recognize that the mentally retarded child is one who, because of limited intellectural functioning, has significant limitations in his educational development and is not able to achieve to his maximum in a regular educational program without special education services.

Teacher preparation for those who will work with mentally retarded children should include the following areas.

a. Study of the nature of mental retardation including classification and diagnosis. Information regarding pre-vocational and vocational planning for the mentally retarded should include vocational rehabilitation, vocational education, and extended workshop activities.

b. Social control and adjustment of the mentally retarded, including the role of the family, the school, community agencies, and the institutions.

c. Interpretation of psychological and diagnostic data with implication for teaching.

d. Screening and selection of children for class placement, grouping, and program organization.

e. Program development, methods and materials of instruction, and special teaching techniques appropriate to the particular area of retardation.

f. Problems related to integration of mentally retarded students into a school organization or educational setting.

g. Laboratory experience in special education classrooms.

h. Classroom control with emphasis on behavior management and modification.

Relationship of cultural deprivation to mental retardation.

Speech Impaired

The teacher in this field works with children whose speech deviates to the extent that it calls attention to itself, interferes with communication, or causes maladjustment. Speech disabilities may result from developmental, functional, and/or organic causes. Although the major portion of scheduled time will involve children with speech problems; lip reading, and auditory training may be provided for children with mild to moderate hearing impairments. When the speech problem is related to physical or neurological conditions, the recommendations of the physician are essential in selection of a child for speech therapy. A part of the specialization area may be provided in conjuction with the program(s) of the undergraduate speech department, but must be determined by an approved program in the education of exceptional children, with a concentration in speech impairment.

Teacher preparation programs in speech impairment should include study in the following areas.

a. The development of normal speech in children, common speech defects found among pre-school and school-age children, and basic techniques for their prevention and correction.

b. The etiology and treatment of speech deviations, such as articulation, stuttering, voice, organic, and symbolization disorders.

c. Phonetics, language development, physiological, psychological, and social foundations of speech and hearing disorders, including anatomy, physiology, and function of auditory and speech mechanisms.

d. Pathologies in oral communication and procedures in management of children and youth with speech disorders, including diagnosis and evaluation, therapeutic methods and materials.

e. Audiometry and hearing rehabilitation, which includes auditory training for acoustically handicapped children and

speech problems of the child with a hearing loss.

f. Supervised practice in working with the speech impaired, partly in a public school setting.

Visually Impaired

Teachers are prepared to serve children who are functionally blind, legally blind, and partially sighted. These terms are defined below.

A "functionally blind" child is unable to use print as his reading medium. Instruction in braille and in the use of recorded materials will be essential to this child's education.

A "legally blind" child is one whose visual acuity is 20/200 or less in the better eye after correction, or who has a limitation in field of vision that subtends an angle of 20. He falls within the definition of blindness, although he may have some useful vision and may even read print.

A "partially sighted" child is one whose visual acuity falls within the range of 20/70 to 20/200 in the better eye after correction.

Teacher preparation in the education of the visually impaired is a regular teaching field at the undergraduate level and includes study in the following areas.

a. Eye structure and function.

b. Symptoms and diagnosis of partial vision and total loss of sight.

c. Distinctions between the partially-seeing and the blind.

d. Local, State and national facilities for serving the visually handicapped and blind.

e. Common plans of organizations and current facilities for serving partially-seeing children.

f. Principles, preparation, selection, and effective use of instructional materials.

g. Problems of adaptation of school environment to meet the needs of partially-seeing children, including teaching methods as applied to the special needs and capabilities of visually-handicapped and blind children.

h. Testing programs and their interpretation as they apply to visually handicapped children.

Criteria for Graduate Study

Professional Education

General criteria for graduate programs in Chapter 2 should by met.

Teaching Field

General criteria

Graduate study for each area of concentration, except as indicated, will be represented by a greater depth of concentration and should provide for development in criteria areas not fully developed at the undergraduate level.

Criteria for fifth, sixth, and seventh year study in each of the teaching fields will be in keeping with the patterns already established, with the exceptions indicated in the undergraduate design for program(s), including late decision programs.

Areas of Concentration

Preparation for the teaching field of interrelated teacher and education of the physically handicapped/multi-handicapped (PH/MH) are only at the graduate level. Criteria for these teaching fields are given below.

Interrelated Teacher

The purpose of this program is to prepare persons in the combined areas of mental retardation, behavior disorders, and learning disabilities. It will also encompass Early Childhood/Special Education programs that follow an interrelated (non-categorical) approach.

A teacher completing this program will be able to prescribe and implement programs for children with symptomatic or mild learning and/or behavior problems.

The primary focus will be on prevention and amelioration of children's learning problems.

with emphasis on the delivery of comprehensive services to all teachers, administrative personnel and children. Such an approach has the potential to serve more children better in more diverse geographic areas.

A prerequisite for entering this program is a four-year teaching certificate in early childhood education, elementary education or special education.

An interrelated teacher will receive credentials through planned programs only. All interrelated programs other than Early Childhood must be full-time study. Modes of delivery of service will be reflected in the large practicum package of the planned program. Each institution which plans such a program must demonstrate how its staff, program and organization will teach the goal of preparing interrelated teachers.

The content for this teaching field shall consist of the following.

1. Content areas (20-25 hours)
   a. Survey of Exceptional Children
   b. Characteristics of Exceptional Children (to include appropriate content from the areas of mental retardation, behavior disorders and learning disabilities)
   c. Psychoeducational Evaluation and Assessment
   d. Language Development, Disorders, Deviations
   e. Perceptual Motor Development
   f. Reading Difficulties
   g. Early Childhood Exceptionalities
   h. Parent Involvement
2. Methodology/Practicum (15-25 hours)

A clinical experience with children to be interrelated with the above content area. The teacher preparation program plans must include prescriptive techniques and strategies, parent counseling, management of exceptional children, human interactions with professionals, visual motor perception, and other areas which can be demonstrated as relevant to the teacher's role.

Teacher of the Physically Handicapped/ Multi-Handicapped (PH/MH)

Programs for teachers of physcially and/or multi-handicapped (PH/MH) children should be designed to develop individuals who can make an important contribution to the education of these low incidence children and who can work in multi-disciplinary settings with a high degree of proficiency.

The program design should provide for teachers to qualify for certification at the T5 level. The overall program must consist of graduate level instruction and should be planned according to the student's previous college or university study, experiences and overall career goals. Program applicants should have a four-year or a five-year certificate in another area of exceptionality as a prerequisite.

Due to the wide variety of exceptionalities that many of these children exhibit, the teacher preparation program must demonstrate that it has available to it at least five other areas of teacher preparation. These could include any combination of the following teacher preparation areas: mental retardation, learning disabilities, behavior disorders, visual impairment, auditory impairment, speech and language impairment, gifted, early childhood and interrelated teacher education programs.

A student completing the program would be expected to demonstrate the following competencies:

1. Background Information and Skills
   a. Ability to observe, name and define in basic medical terminology various crippling conditions or other health impairments, and describe functional behavior of individuals who have these handicaps.
   b. Knowledge of the milestones of normal development from birth to 5 years in such areas as gross and fine motor development, cognition, and personal social ability.
   c. Knowledge needed to recommend the most appropriate educational setting for individual PH/MH students.

d. Ability to write a concise history, including behavioral observations, on a child for educational planning purposes.

2. Management of Children with Physical and Medical Problems

   a. Ability to respond appropriately to situations resulting from pupil incontinence, bathroom problems, seizures, reactions to medication, and severe bruising or bleeding.

   b. Ability to manage and make simple adjustments or repairs to hardware, such as braces, splints, wheelchairs, and seek help if needed.

   c. Ability to manage the physical needs of PH/MH persons with no harm to the latter or to themselves.

   d. Ability to collaborate with planners and maintenance personnel to resolve actual or potential architectual barriers or problems for PH/MH individuals.

3. Life Adjustment Aspects

   a. Ability to abstract the significant psychological, social, educational and vocational implications from comprehensive clinical reports or from any other relevant data sources on individual crippled children.

   b. Ability to teach handicapped pupils at all levels how to attempt to solve their own problems, individually or with others, and make their own decision after considering and evaluating alternatives.

   c. Ability to collaborate with parents and therapy consultants to develop PH/MH individuals' self-sufficiency and independent living.

   d. Ability to respond appropriately to situations resulting from such conditions as terminal illness, recently acquired disabilities, pupil despondency resulting from looking and/or performing differently, and unrealistically high self-expectations.

4. Diagnostic and Prescriptive Skills

   a. Ability to observe and objectively record significant behavior of PH/MH individuals.

   b. The prospective preschool teacher will demonstrate familiarity with and ability to perform infant screening tests.

   c. Ability to find out what is tested by formal tests, how to use test results constructively, which tests are appropriate for children with impaired abilities, and how to consult with appropriate team members.

5. Educational Planning

   a. Ability to use assessment data in writing instructional objectives.

   b. Knowledge of designing and implementing curriculum objectives to prepare PH/MH students for functioning in present and future settings.

   c. Ability to adapt instructional processes and materials for the instruction of particular PH/MH individuals.

   d. The prospective teacher will demonstrate, with the help of consultants, when appropriate, the ability to modify the learning environment by using existing resources and/or by adapting materials and physical appliances to facilitate learning.

6. Interpersonal Planning and Coordination

   a. Ability to guide, support, and assist parents with the problems of their PH/MH children.

   b. Ability to identify a number of support personnel who can assist in the adaptation of the learning environment for the benefit of a specific child, and understanding of the roles of these personnel.

   c. Ability to work with parents and professionals in respect to the mutual development of goals, methods and measurements in *priority* areas for individual children.

d. Ability to train teacher aides and volunteers to assist in a classroom containing physically and/or multi-handicapped children so that the handicapped students have more opportunity to become independent and the teacher has more opportunity to teach.

It is expected that these competencies could be acquired in a 60 quarter hour program. The university requesting program approval in this area must show how, or in what courses, at least 80% of these competencies will be attained, and specify the criteria used to determine competency.

Specialized courses and activities should deal with the following topics.

1. The nature of physically and/or multi-handicapped children and youth.
2. Methods of instructing the physically and/or multi-handicapped children and youth.
3. A supervised practicum with physcially and/or multi-handicapped youth. This may include any or all of the following.
   a. Observations in various settings.
   b. Short term participation.
   c. Full-time internship experiences.

Supportive courses/activities should deal with the following topics.

1. Assessment techniques for exceptional children.
2. Theories of language development and/or language disabilities.
3. Educational research.
4. Adaptive physical education or therapeutic recreation.
5. One or more courses in a related area of exceptionality, *e.g.*, mental retardation, visual impairment, auditory impairment, learning disabilities, behavior disorders, or gifted. Students expecting to work with children having severe sensory impairments should be advised to take courses in appropriate areas.
6. One course in either behavior management and/or modification for exceptional children or theories of learning.
7. One course in working with families of exceptional children.
8. An introductory survey course in exceptional children and youth is required, if not a part of the student's undergraduate or previous graduate program.

Staff and Facilities

Staff

General staff criteria in Chapter 2 should be met.

Facilities

General facilities criteria in Chapter 2 should be met.

Admission and Guidance

General admission and guidance criteria in Chapter 2 should be met.

Health Education

Approved August 1972

Frame of Reference

Almost any current statement of educational goals will include reference to priciples of democracy, to helping the student develop a sound sense of values, to the development of social skills, and self-fulfillment for the individual. Such statements will usually emphasize that each area of the curriculum will contribute to these goals. This contribution is as much an objective of the health education program as it is of each of the other curriculum areas.

A well-planned health education program is designed to insure that all students attain desirable physical and mental health practices, understanding of, and respect for their bodies, a sound set of values and attitudes concerning themselves and others, the application of health education learnings and skills for the wise use of leisure time, and understanding of opportunities in the health profession. Emphasis should be on behavior rather than on disease.

Sound programs of personal maintenance, involving appropriate rest, diet, and recreational activities contribute to self-fulfillment. They also may prevent illnesses resulting from undue physical and mental strain. For many citizens, desirable health practice will best be developed through public school health education programs.

Health education, like many other academic fields, has turned to the concept oriented approach in curriculum planning and development. A concept is an idea, a stable impression, a meaning or a thought held by an individual. Concepts provide a needed framework for knowledge, thought, and behavior, all necessary aspects of health education. These concepts are arranged in a kind of hierarchy to reflect the wholeness of health education. This structure of knowledge tends toward some permanence in the curriculum and allows for the accumulation and introduction of new knowledge within the framework of new ideas. Some specific concerns of health education are listed below.

- Instruction which includes: personal hygiene and cleanliness; the human body, including its organic functions, structure, and maintenance; nutrition; dental hygiene; mental, social and emotional health; preparation for marriage and family life, including human sexuality; disease prevention and control including the communicable and degenerative diseases as well as chronic health disorders; community health, drug abuse, environmental health, and health careers.
- A healthful school environment which should be used as a teaching and learning experience.
- Health services including health examinations, individual screening, counseling and referral, and emergency care, including first aid.

Program Design

Criteria for Undergraduate Programs

General Education

General education criteria in Chapter 2 should be met.

Professional Education

Professional education criteria in Chapter 2 should be met.

Teaching Field

The teacher preparation program in health education should enable graduates to teach the science of healthful living so that each person can practice it.

Such a program should take into consideration the massive changes at work in modern society and their effects on individuals. Prospective health educators must develop strong understanding and competence in human growth and development, decision-making and interaction. They must develop personal qualities such as self-awareness, self-direction, the ability to communicate, sound personal health, self-renewal with a commitment to continued education, the ability to stimulate others to progressive learning and self-actualization.

Specialized preparation should include the following.

a. Biological and behavioral sciences as they relate to health and an understanding of the human organism as it functions biologically, psychologically and socially.

b. Health affairs, issues, and problems of the individual in society, with consequent identification of leading health problems.

c. Human growth and development and its relationship to health, with specific awareness of the individual needs and differences of children.

d. Modern concepts of health and health education as tasks for use in developing positive attitudes and behaviors.

The following competencies are considered basic to the effective teaching of health education at all public school levels.

a. Understanding of basic educational procedures and goals.

b. Understanding of aims and nature of school health education.

c. Basic understandings in the biological sciences (such as human biology, anatomy, phsyiology), the physical sciences (such as chemistry), and the behavioral sciences (such as psychology, sociology and cultural anthropology).

d. Command of both the content and the educational procedures which would contribute to the full scope of behavioral objectives in the following areas.

1. The school health program, including healthful school environment, health instruction and health guidance.

2. Mental, emotional and social health, alcohol, drugs and tobacco.

3. Dental health, vision, hearing.

4. Emergency care, including first aid and medical self-help.

5. Safety education, including occupational, home and recreational safety; man-made and natural disasters.

6. Community health, including such aspects of environmental health as air pollution, water pollution, and radiation; fluoridation; agencies promoting community health: official, voluntary, and professional health agencies and organizations; international health organizations.

7. Nutrition, including knowledge of basic nutrients, wise selection and use of foods; obesity and weight control; food faddism; food fallacies and controversial food topics.

8. Disease prevention and control, including the communicable and the degenerative diseases, and chronic health disorders.

9. Family life education including human sexuality, and the psycho-social and cultural factors related to marriage and family relations.

10. Consumer health including intelligent selection of health products and health services, consumer protection agencies, health misconceptions and superstitions, health insurance plans, and health careers.

e. Skill in the use of a wide variety of materials and media in the instructional program and demonstration of appropriate methodology in the teaching-learning process. Evidences of preparation to teach in school environments which util-

ize team teaching, flexible scheduling, para-professionals, independent study, technological resources and other experimental and innovative instructional patterns and learning processes.

f. Practical knowledge of work of community health agencies, the delivery of health services, and school health education programs gathered from clinical experiences including observation, participation, field experiences in community health programs, and student teaching experience. These experiences should be supervised and should begin early in the program.

g. Adequate understandings of the health science professional and para-professional careers as they function in health agencies, and skill in guiding young people in making wise choices of life work in these areas.

h. Basic knowledge and understanding of current health needs and priorities in the delivery of health services and the role of the health professional (physician, dentist, pharmacist, environmentalist) and the para-professional (medical helpers, technician, therapist).

Criteria for Graduate Programs

Professional Education

General criteria for graduate programs in Chapter 2 should be met.

Teaching Field

General criteria for graduate programs in Chapter 2 should be met.

Staff and Facilities

Staff

General staff criteria in Chapter 2 should be met.

Facilities

General facilities criteria in Chapter 2 should be met.

Admission and Guidance

General admission and guidance criteria in Chapter 2 should be met.

Health and Physical Education

Approved February 1967 (Undergraduate)
Approved February 1968 (Graduate)

Frame of Reference

Almost any current statement of educational goals will include reference to principles of democracy, to helping the student develop a sound sense of values, to the development of social skills, and to self-fulfillment for the individual. Such statements emphasize that each area of the curriculum will contribute to these goals. This contribution is as much an objective of the health and physical education program as it is of each of the other curriculum areas.

A well-planned health and physical education program is designed to insure that all students attain desirable physical and mental health practices, understanding of and respect for their bodies, understanding of the dynamics of human movement, a high degree of physical and neuromuscular development and fitness, knowledge of and ability to perform a wide variety of physical skills, a sound set of values and attitudes concerning themselves and others, and ability in several types of recreational skills for leisure time.

Sound programs of personal maintenance, involving appropriate rest, diet, and recreational activities contribute to self-fulfillment. They also combat illnesses resulting from undue physical and mental strain. For many citizens desirable health practice will best be developed through well-planned public school health and physical education programs.

Health and physical education programs should present a progressive sequence of knowledge and skills in accordance with the characteristics and needs of each age group. Such programs should provide experiences and opportunities for learning in both health and physical education. Health and physical education are closely related and inter-dependent. However, they are separate and distinct fields with a body of knowledge unique to each.

Program Design

Criteria for Undergraduate Programs

General Education

General education criteria in Chapter 2 should be met.

Professional Education

In addition to the professional education criteria in Chapter 2, the following competencies needed by health and physical education teachers are usually considered a part of the concerns of professional education.

a. An understanding of the approach to the teaching of health and physical education.

b. An understanding of physiological, psychological, and sociological patterns of human growth and development of learners at all levels.

c. The ability to evaluate learning and skills in health and physical education.

d. The ability to interpret the aims and objectives of health and physical education to the public.

Teaching Field

Because the characteristics and needs of children differ so greatly between the early

childhood, middle, and secondary levels, the health and physical education programs appropriate to each of these levels must also differ greatly in content, methods, and purpose. Therefore the health and physical education teacher who is responsible for such programs needs a great number of understandings and abilities. Courses on the undergraduate level should provide for the following competencies.

The following competencies are required of health and physical education teachers:

1. Understanding of the purposes of school health and physical education programs and their relationship to the goals of public school education.
2. Understanding of the relationships between school health and physical education programs and the related fields of safety, recreation and outdoor education.
3. Understanding of how health and physical education classes can be organized and conducted to help the student develop a set of moral and social values and behaviors.
4. Knowledge and understanding of anatomy, physiology, and kinesiology, and the ability to apply this knowledge in teaching.
5. Understanding of the relationships between the aims and content of school health programs and the aims and content of school physical education programs.
6. Understanding of the relationships between the aims of school physical education programs, school intramural programs, and interscholastic athletic programs.
7. Ability to perform and demonstrate a wide variety of the skills involved in the physical activities, games, and sports of our culture, as well as the basic human movements of all age levels.
8. Understanding of the historical development of health and physical education influencing present day philosophy in those areas.

Competencies needed by teachers of elementary and secondary school health include the following.

1. Understanding of the aims and nature of school health education and health services programs in elementary and secondary schools.
2. Understanding and knowledge of the following areas as related to the elementary and the secondary school health programs.
   - Personal hygiene and cleanliness
   - The human body, its organic structure, functioning, and maintenance
   - Nutrition (including planning family nutrition)
   - Dental hygiene
   - Mental and emotional health
   - Community, national, international and world health problems
   - Sex education, including preparation for marriage and the family
   - Depressants and stimulants (including alcohol, narcotics, and tobacco)
   - Accident prevention
   - Communicable diseases
   - Consumer health (including health misconceptions and quackery)
3. Ability to recognize normal physical, mental and emotional growth and developmental patterns of schoolage children, and ability to identify deviations.
4. Understanding of the illnesses and health problems encountered by children and teenagers and knowledge of effective remedies and preventives.
5. Ability to consult with and advise individual students of all age levels concerning their health problems.
6. Ability to initiate and conduct programs of specialized instruction and activities for students with individual needs or problems.
7. Ability to conduct health screening procedures.
8. Ability to interpret and relate the findings of physical examinations to the total school health program.

9. Ability to use surveys and other research techniques and statistics in studying community health problems.
10. Understanding of desirable health habits, practices, and attitudes at the elementary level, in order that health education programs at upper grade levels may be founded upon such attitudes and understandings in students.

The following competencies are needed by teachers of elementary and secondary school physical education.

1. Ability to design wholesome and effective physical education programs.
2. At the elementary level, a thorough understanding of activities such as
   - Games of low organization and skill
   - Rhythmic and mimetic activities
   - Simple team games
   - Beginning and elementary stunts and tumbling
   - Beginning swimming
   - Simple individual physical skills
   - Movement education
3. At the secondary level, a thorough understanding of activities such as
   - Team sports
   - Individual and dual sports
   - Aquatics (beginning, intermediate, and advanced)
   - Gymnastics and tumbling
   - Dance
   - Isometric and isotonic exercises
   - Outdoor living (including camping, boating, etc.)
   - Adult recreational activities
   - Safety and first aid
   - Track and field
   - Self-testing activities
   - Body mechanics
   - Coeducational recreation activities
4. Understanding of patterns of normal growth and development of school children and the encouragement of such growth through physical education activities.
5. Understanding of, and the ability to design, physical education programs and activities for children with exceptional needs.
6. Understanding of, and ability to use, several types of testing devices to measure physical strength, growth, and fitness, and the ability to incorporate the findings of such tests into physical education programs.
7. Understanding of a desirable sequence of physical education activities which may be implemented in school physical education programs to provide optimal learning and development in children.
8. Ability to purchase, store, maintain, improvise and use facilities and equipment needed in the physical education program.
9. Understanding of the the various injuries which may occur through participation in physical education and sports activities and the ability to administer necessary and immediate treatment.
10. Ability to design and conduct intramural sports programs, including a wide range of activities answering the needs of all interested students.

The following are needed by the secondary school physical education teacher in coaching interscholastic athletic teams.

1. Understanding of the relationships between secondary school intramural sports and interscholastic athletic programs.
2. Understanding and appreciation of the positive values of participation in interscholastic athletics and ability to conduct such programs from this frame of reference.
3. Ability to organize and arrange interscholastic athletic schedules which fit the school's aims and objectives and consider the welfare of team members.
4. Understanding of the various stategies and skills involved in interscholastic athletic activities.

Criteria for Graduate Programs

Professional Education

In addition to general criteria for graduate programs in Chapter 2, the following areas of study should be addressed.

Behavioral sciences

The graduate curriculum should include sufficient preparation in the behavioral sciences, particularly psychology, sociology, and anthropology, in order to provide understanding of concepts which apply to health and physical education. Such concepts will include decision making, belief structure, psychology of language, value systems, learning theories, communication theories, community organization and group dynamics.

Education, the school and society

This area should provide the graduate student with greater knowledge and understanding of the psychological and social foundations of education, *i.e.*, how people learn; the place of education and schools in society; and the history and philosophy of education, including health and physical education. In addition, there should be opportunities for the students to attain the understandings and knowledge necessary for competency in the areas of curriculum theory and development, organization and administration of educational programs, and supervision of instruction.

At the doctoral level, study in this area should include the nature and scope of higher education, including teacher and graduate education.

Evaluation and Research

Graduate programs at the master's level should provide opportunities for the students to develop competency sufficient to locate, understand, and evaluate the findings of studies related to health and/or physical education and to interpret these for the benefit of school programs and the general public. The students should be able to evaluate educational materials and to construct and apply instruments for evaluating the results of health and physical education programs.

Doctoral study should result in a more comprehensive knowledge of statistical procedures, research design, and methodology. The dissertation should provide a significant research experience.

Teaching Field

The graduate program for students who specialize in health education should be sufficiently structured to help the students to develop reasonable competence in the following areas of the health sciences.

- Accident prevention
- Anatomy
- Chemistry
- Community and world health
- Disease control
- Human biology
- Marriage and family life
- Mental health
- Microbiology
- Nutrition
- Physiology
- Scientific facts and principles pertinent to personal, family, and community health.

The graduate program design in physical education should be such that courses in particular areas should be taken in sequence, moving from the general to depth in the specific. Graduate study in physical education should strengthen and extend the student's knowledge of history, principles, and philosophy of exercise, movement exploration, sports psychology, the mechanical analysis of physical activities, and kinesio-therapy.

Further, the graduate program in physical education should provide opportunities for students to develop an understanding of the application of these sciences and areas of knowledge to the growth and development of atypical as well as typical children.

In order to meet the needs of all students, the institution should also provide programs of study which give equal emphasis to health education and physical education. Programs for students with

these needs should be designed to include the basic areas of knowledge shown above, and an equal number of courses should be selected from the health and physical education content areas.

Staff and Facilities

Staff

General staff criteria in Chapter 2 should be met. In addition, the director of a program in health and physical education should hold an earned doctorate, or its equivalent and should have had teaching and administrative experience.

Facilities

General facilities criteria in Chapter 2 should be met. In addition, a variety of facilities should be provided to insure the possibility of a broad program. Adequate playing fields, courts, gymnasia, dance studios, swimming pools, and other necessary activity areas should be provided. Facilities should meet the needs of men and women for developing the competencies sought in the instructional, intramural, recreation and intercollegiate programs.

For graduate programs, special laboratories furnished with the necessary equipment for research and study in the areas of kinesiology, physiology, and all other appropriate areas of the program should be available.

Admission and Guidance

General admission and guidance criteria in Chapter 2 should be met.

Music Education

Approved August 1978

Frame of Reference

The public school music teacher must be aware of the philosophy, function, and current practices of public education, and be capable of making music a living force in the lives of children in school and in the community. The criteria submitted herewith have been developed as an outline of how such teachers can best be prepared for service in the elementary and secondary schools of Georgia.

The various institutions of higher education in Georgia will differ greatly in outlook, personnel, physical equipment and clientele. The criteria are intended to allow for such differences.

Due to the highly specialized nature of music education curricula and the necessity of distributing required music courses over four years of study, continuing communication between two- and four-year institutions within the state is strongly encouraged. It is recommended that only those two-year institutions which have the curriculum, facilities, faculty and budget to provide instruction in music theory, music literature, applied music and ensembles at a level comparable to that received in the first two years of study in four-year institutions should offer a major program of study in music.

The college music department must maintain systematic liaison with the public schools of the area which it serves for three purposes.

- To keep informed as to current practices and problems in the public schools.
- To serve as a follow-up for recent graduates both for their benefit and as a means of discovering and correcting weaknesses in the pre-service program.
- To coordinate better the pre-college and college preparation of the potential music teachers still in secondary schools.

Program Design

Criteria for Undergraduate Programs

General Education

General education criteria in Chapter 2 should be met. In addition, music programs in higher education throughout the country reflect in their organization a four-year sequence to allow for the unique aspects of music learning. Accordingly, the music education student should begin musical studies upon entering college to allow for continuous development of musical skills and competencies. This would necessitate that general education courses be distributed over the entire college program rather than concentrated in the first two years.

Professional Education

Professional education criteria in Chapter 2 should be met. In addition, students should receive an overview of all music instruction in elementary and secondary schools, materials and techniques of teaching music, and music curriculum organization.

Professional laboratory experiences in music education should be consistent with the concentration (instrumental, choral, general, or special education). These experiences should be as broad as possible and should include all aspects of the music teacher's responsibilities.

Teaching Field

In order to provide a quality program of music education, the institution shall establish a variety of music offerings. The programs should be designed to meet the needs of students with varied interests. Offerings should include: aural skills, music analysis, instrumental classes, choral classes, electronic music, and folk instruments (*e.g.*, fretted instruments, recorder, autoharp). Classes will be available in which music listening experiences are possible. This program should have continuity and sequence.

The institution will make possible an instructional setting with the following components: Music literature, basic musicianship, music history, theory, composition, elective music, non-western music, interdisciplinary studies, orchestra or string orchestra, band, choral groups, specialized ensembles, exploratory class instruction in keyboard or voice, and independent study. The student will be able to organize, perform, or listen to music in each of the above settings.

The following items are common to all music education majors. Students will concentrate in one or two areas as listed under *Areas of Concentration*

Any institution may elect to offer fewer than all three of the available areas of concentration, in which case faculty and facility requirements may be adjusted accordingly.

Applied Music.

The student shall be able to

1. perform music from the standard concert literature on a level which can be judged as minimally professional in quality.
2. perform at an acceptable level in public at least one solo selection and one ensemble selection from the standard concert repertoire.
3. demonstrate functional proficiency in vocal, keyboard, and folk instrument skills.

Music Theory (not including arranging).

The student shall be able to

1. sing at sight (using solfeggio or numbers) diatonic and chromatic melodies of at least sixteen bars with one or more modulations.
2. sing at sight harmony parts in a SATB choral arrangement.
3. play piano accompaniments to selected diatonic and chromatic melodies of at least eight bars.
4. take dictation which shall involve melody, harmony, and rhythm.
5. write harmonies to folk/hymn tunes using traditional and contemporary harmonies.
6. analyze instrumental and choral scores, indicating harmonies, nonharmonic elements, form, and style.
7. compose music to reflect skills in harmonic, rhythmic, and melodic writing.
8. demonstrate knowledge of the rudiments of musical composition and performance by means of electronic sound sources.

Music History and Literature.

The student shall be able to

1. Demonstrate knowledge of the history of both western and non-western music from Helenic Greece to the present with emphasis on music created since 1800.
2. Describe the significant characteristics of periods in the history of Occidental music (such as the Renaissance, Classic Period, Romantic Period).
3. Demonstrate knowledge of the history and development of American music.
4. Demonstrate knowledge of the history of standard orchestral and band instruments.
5. Demonstrate knowledge of some standard vocal, orchestral, band and keyboard literature.

Conducting.

The student shall be able to

1. Acceptably conduct large ensembles from printed scores of music graded at a

difficulty level of a minimum of Class B music.

2. Demonstrate through actual conducting of large groups appropriate stylistic interpretation of period music.
3. Exhibit acceptable pedagogical techniques through conducting performing organizations representative of elementary, junior high/middle school and high school groups.

Ensembles and Organizations.

The student shall:

1. Be an active participant throughout his undergraduate program in the large ensemble most appropriate to his major interest (band, orchestra, or chorus).
2. Have experience in the use of the primary performance medium in a variety of ensemble settings.
3. Have at least one ensemble experience in an area which makes use of a secondary performance medium.

Music in Special Education.

The student shall demonstrate:

1. Acceptable pedagogical techniques in mainstreaming children who suffer from physical, psychological or emotional difficulties into the musical activities germane to the concentration which the potential music educator seeks.
2. Acceptable pedagogical techniques that provide a wide range of individual and group projects designed to stimulate and satisfy the gifted student's curiosity about musical phenomena.

Areas of Concentration.

Concentration in Instrumental Music.

The student shall

a. Be knowledgeable about the history and acoustical properties of wind, string, and percussion instruments currently used.

b. Demonstrate basic performance techniques on wind, string, and percussion instruments.

c. Be able to transpose from keys normally found in instrumental scores

d. Be knowledgeable about orchestral, wind, and percussion literature for groups of varying size (solo, small ensemble, and large ensemble) at all levels of difficulty appropriate for school use. This knowledge should include all types of musical style.

e. Be knowledgeable about teaching materials and methods for all string, wind, and percussion instruments at all levels of difficulty appropriate for school use.

f. Be knowledgeable about the philosophy, development, and organization of instrumental music in the schools.

g. Demonstrate mastery of basic rehearsal and classroom management techniques (conducting, seating arrangement, equipment utilization, field techniques, discipline, etc.) for groups of varying size and style (baroque orchestral, jazz combo, rock groups, etc.).

h. Demonstrate the necessary skills for planning and organizing the instrumental music program on a day-to-day basis (lesson plans, scope and sequence of instrumental activities, marching band techniques, etc.)

i. Perform accurately and with appropriate style, representative literature of at least one brass, percussion, string, or woodwind instrument.

j. Demonstrate the ability to arrange and/or compose instructional materials for groups of varying size and style.

Concentration in Choral Music.

The student shall

a. Be a competent instrumental or vocal performer with ability sufficiently advanced to assure an accurate and musically expressive performance.

b. Have a basic understanding of the voice as a musical instrument and be able to use the singing voice confidently and effectively in demonstration.

c. Have sufficient keyboard facility to play simple chords and reasonably difficult melodic lines.

d. Demonstrate competence in conducting

and be able to create through effective rehearsal technique musically satisfying performances accompanied or unaccompanied.

e. Demonstrate ability to make constructive change in performing groups through explanation and demonstration of various choral techniques (tone production, diction, etc.).

f. Be acquainted with a broad choral music repertoire including master choral works and contemporary literature in a variety of styles.

g. Be able to arrange and adapt music from a variety of sources for various combinations of voices of different ages or ability levels.

h. Be able to describe the physical and musical characteristics of singing ability as it develops from early childhood to adulthood, and provide effective instruction in solo and ensemble singing for people of all ages.

i. Be acquainted with a broad range of solo and small ensemble literature including music from a wide variety of musical styles and periods.

Concentration in Elementary/General Music Education.

The student shall

a. Be able to organize a sequential music program as outlined in the current Georgia State Music Curriculum Guide.

b. Demonstrate knowledge of and ability to use current teaching methods and learning aids such as basal series and accompanying aural and visual aids, classroom instrumental instruction aids, and sight-singing and ear-training aids.

c. Understand the development and use of the elementary student's voice.

d. Demonstrate the ability to teach movement education appropriate for music education.

e. Be able to teach folk and recreation instruments.

f. Demonstrate knowledge of electronic music.

g. Demonstrate the effective use of educational media (film, video equipment, tape recorder, listening labs).

h. Understand evaluation by current standardized tests and other evaluative instruments.

i. Be able to play simple accompaniments on a keyboard or other accompanying instrument.

j. Be knowledgeable about careers in music.

k. Understand the management of budget and scheduling.

l. Recognize the importance of fitting music into the total life of the individual, school and community.

m. Demonstrate the ability to use techniques of creative drama to help actualize the feeling and intent of music.

Criteria for Graduate Programs

Professional Education

General criteria for graduate programs in Chapter 2 should be met.

Teaching Field

Core Requirements.

The student shall

1. Demonstrate comprehensive musical skills and understanding relative to solving problems in teaching.
2. Identify and diagnose musical problems and be able to suggest appropriate solutions that will lead to the refinement of the musical sound.
3. Be able, by the use of current concepts of developmental psychology, to solve management problems in the music education setting.
4. Possess historical and philosophical perspectives in music education with emphasis on interaction of music with social needs of communities, and awareness of the current impact of change.

5. Possess knowledge of current music research methods in order to assess results realistically.
6. Be able to reinforce and assess student progress through positive teacher behavior.
7. Demonstrate musical sensitivity while performing on an instrument or with the voice.
8. Be able to use contemporary technology for both music making and music reproduction.
9. Be flexible in planning and promoting music curricula to meet the alternating demands of educational change (*i.e.*, change to small ensemble from large groups).
10. Be able to employ appropriate measurement techniques to evaluate all aspects of music learning of individuals and groups at all levels.

Concentration in Instrumental Music.

The student shall

1. demonstrate advanced competency in knowledge, attitudes and skills needed for the bachelor's certification. Supervised field-based experiences in a variety of settings must be an intergral part of the program. Attention will be given to processes that enable the student to work with a broad spectrum of learners (slow, gifted, disadvantaged).
2. demonstrate advanced conducting techniques appropriate for the difficulty of repertoire used in high school.
3. have specialized knowledge of tone, blend, and interpretation of all types of music.
4. be able to plan and organize an instrumental curriculum using current trends in comprehensive musicianship.
5. Be able to identify and recruit qualified students in order to develop a relevant instrumental program at middle and senior high school levels.

Concentration in Vocal Music.

The student shall

1. Demonstrate advanced conducting techniques appropriate for the difficulty of repertoire used at the high school level.
2. Be able to diagnose by ear any errors in pitch, rhythm and/or timbre while in rehearsal and provide effective solutions.
3. Have specialized knowledge of choral tone, blend, and interpretation in all styles of music.
4. Be able to plan and organize a choral curriculum utilizing current trends in comprehensive musicianship.
5. Be able to identify and recruit qualified students in order to develop a relevant choral program.
6. Have supervised field-based music or music education experiences which will contribute to the improvement of the teaching process.

Concentration in Elementary/General Music.

The student shall

1. Demonstrate ability to synthesize knowledge of teaching strategies.
2. Complete prescribed courses for supervision of student teachers.
3. Be able to contribute to curriculum development in his individual school, system-wide, and in relation to the total school curriculum.
4. Be able to implement successfully the responsibilities of a supervisor/coordinator.
5. Be able to plan individual or system-wide programs to meet community needs.

Staff and Facilities

Staff

In addition to general staff criteria in Chapter 2, the music faculty should include at least three full-time persons or the equivalent, among whom the following teaching competencies are distributed.

- Music Theory
- Music History and Literature
- Instrumental Music (individual instruction and band and/or orchestral conducting)
- Vocal Music (individual instruction and choral conducting)
- Piano
- Elementary School Music
- Middle School/Junior High Music
- Secondary School Music

Facilities

General facilities criteria in Chapter 2 should be met.

In addition, physical facilities should provide adequate housing for instruction in music. This includes classrooms, rehearsal rooms, studios, offices and individual practice rooms, and equipment needed for effective instruction, (instruments and recording and record-playing facilities). A library sufficient in music for all performance requirements should be available. It should include recordings and scores for all course work, and books and periodicals about music and music teaching for all anticipated study or reference needs. The facilities should include:

- Current music series and their accompanying aural and visual aids.
- Social and ethnic instruments.
- Listening laboratories
- Electronic music composition laboratories
- Electronic sound equipment
- Audio and video equipment

Admission and Guidance

In addition to general admission and guidance criteria in Chapter 2, the following criteria should be met.

Undergraduate Admission

Applied music auditions for admission or placement in the music education program should take into consideration the applicant's intended area of concentration. Admission of potential music education students should include some means of assessing the student's personal and emotional compatibility with the demands of the music education profession. Such an assessment should be as influential as the applied music audition in determining the student's acceptance into a music department as a music education major.

The background of incoming students should be carefully evaluated. Superior students should be admitted to advanced courses and deficient students should be assigned to special sections or given remedial work.

Graduate Admission

1. Admission to any graduate program in music education shall be based on demonstrated competence in those criteria specified for certification at the undergraduate level in the same area of specialization. It is recommended that at least one year of successful school music teaching experience be competed prior to admission to the program, or that the candidate be engaged actively in an appropriate teaching position concurrent with the graduate study.
2. Admission should also be dependent on a battery of examinations to include but not be limited to the following.
   a. Teaching aptitude evidenced by ability to communicate and interact positively with others.
   b. Questions on music education, music literature, history, and theory.
   c. Performance on a accompanying instrument at a functional level.
   d. Performance on a major instrument.

3. Admission to the graduate music education program should not be denied on any one of the criteria but on a composite of all. Competencies must be clearly delineated that differentiate admission standards between performance majors and music education majors.

Reading

Approved June 1982 and August 1978

Frame of Reference

This set of criteria defines requirements in the area of reading to fit the need of three types of educators.

- Secondary teachers (7-12), administrators, and supervisors not required to complete a five-hour course in the teaching of reading.
- Teachers of English, speech, foreign language and special education who are required to complete a five-hour course in the teaching of reading.
- Teachers who wish to pursue graduate programs for reading specialists.

Competencies that should be developed by persons in each of the three categories are specified.

Program Design

Criteria for Undergraduate Programs

General Education

Not Applicable to this topic.

Professional Education

Not Applicable to this topic.

Teaching Field

Rather than delineating requirements for a teaching field, this section defines required competencies in the area of reading.

Minimal competencies for secondary teachers (7-12), administrators, and supervisors not required to complete a five-hour course in the teaching of reading.

Identification of Learning Needs
The teacher should be able to determine the reading difficulty level of instructional materials the student can read successfully.

Selecting Materials for Learning
The teacher should be able to select and use appropriate instructional materials.

Planning Activities to Meet Learning Needs
The teacher should be able to develop goals for the learner's reading with the learner.

Employing Teaching Methods Appropriate for the Learner, His Needs, the Planned Activities, and the Materials
The teacher should be able to develop vocabulary, give background information, and set purposes for learning material to be taught.

Evaluating Student Reading Performance
The teacher should be able to determine reading skills needed and evaluate content mastery.

Minimal competencies for teachers of English, speech, foreign language and special education who are required to complete a five-hour course in the teaching of reading.

Identification of Learning Needs

- The teacher should be able to determine the reading difficulty level of instructional materials the student can read successfully.
- The teacher should be able to determine the reading skills necessary for the student to read the content of the lesson to be taught.

Selecting Materials for Learning

- The teacher should be able to identify,

select and utilize materials for developing appropriate reading skills.

- The teacher should be able to identify the readability levels of books.

Planning Activities to Meet Learning Needs

- The teacher should be able to develop goals for the learner's reading with the learner.
- The teacher should be able to prescribe reading materials at the proper level for the learner and appropriate to his interests.

Employing Teaching Methods Appropriate for the Learner, His Needs, the Planned Activities, and the Materials.

- The teacher should be able to develop vocabulary, give background information, and set purposes for learning the materials to be taught.
- The teacher should be able to motivate the learner to read to accomplish his purposes.

Evaluating Student Reading Performance

- The teacher should be able to determine reading skills needed and evaluate content mastery.
- The teacher should be able to evaluate criterion referenced reading tests and other measures of student progress.

Criteria for Graduate Programs

Professional Education

General criteria for graduate programs in Chapter 2 should be met.

Teaching Field

The fifth or sixth-year program for reading specialists should enable students to develop the following competencies.

a. Understanding of the nature of the reading process.

b. Understanding of what constitutes a reading program and the relationship of this program to the total school curriculum.

c. Understanding of the causes of reading disabilities.

d. Ability to diagnose reading difficulties and to plan a program of instruction based on the diagnostic findings.

e. Skills in measurement and evaluation.

f. Skills in making appropriate referrals on physical and psychological problems beyond the scope of the reading specialist.

g. Skills in working with individual teachers and groups.

h. Skills in teaching children with reading difficulties.

i. Ability to evaluate and select reading materials of all types and for various purposes, resulting in a broad knowledge of reading materials.

j. Knowledge of human growth and development, learning processes, personality development, and mental hygiene.

k. Understanding of the program of the school and the problems of the school.

l. Knowledge of research findings and other professional literature in the area of reading.

Staff and Facilities

Staff

General staff criteria in Chapter 2 should be met.

Facilities

General facilities criteria in Chapter 2 should be met.

Admission and Guidance

General admission and guidance criteria in Chapter 2 should be met.

In addition, the applicant for admission to the graduate reading speicalist program should hold at least a four year professional teaching certificate and should have completed a minimum of three years of acceptable school experience prior to certification at the fifth-year level.

Criteria for College Programs in Other Teaching Fields

Adult Education

Approved November 1970

Frame of Reference

The democratric way of life will be improved through continued education of adults. It should be the right and privilege of every adult to develop his or her potentialities. Public education gives this opportunity. The aim of adult education is to improve living for all adults. Adult education should be available to everyone, no matter how limited or extended his or her formal schooling.

The statewide program of education should assure adults opportunities for development of fundamental skills, understandings, attitudes and apppreciations. Because the adult student population embraces a wide variety of ages and abilities, the curriculum should be sufficiently diversified to meet the needs of each individual.

Educational programs to meet the needs of adults and society must be broad in scope. Such programs will provide for basic learnings and their application to subsequent experiences. Public adult education helps in the self-fulfillment of persons and therefore fosters better adjustment. Programs are developed to provide an opportunity for persons of limited schooling to become more competent in basic skills and become better able to assume adult roles. For those more advanced who wish to continue their education, it provides additional educational experience.

Program Design

Criteria for Undergraduate Programs

General Education

General education criteria in Chapter 2 should be met.

Professional Education

Professional education criteria in Chapter 2 should be met.

Teaching Field

General Guidelines

1. The undergraduate programs for prospective adult education teachers should include study in the the teaching fields which will prepare students for the pursuit of graduate study in adult education.

   In addition to the basic competencies required of all teachers, the program should develop understandings of the unique characteristics of adults. The adult education specialist needs a background in such areas as human growth and development, differential psychology, language development, educational procedures, remediation, and experiences with community agencies. There may

also be need for knowledge in such areas as social and emotional adjustment, educational technology, human physiology, and behavioral research. Undergraduate professional education studies, when appropriate, may be in adult education for supplementary certification. Whenever the adult teaching field overlaps with this preparation, the work need not be duplicated.

2. The program should require studies in sufficient depth to assure competency for performance as a teacher or professional person in adult education programs.

   Provision should be made for an understanding of the unique characteristics of adult education. Professional education studies, where appropriate, may be in adult education. Whenever the adult teaching field overlaps with this preparation, the work need not be duplicated.

3. The programs should include studies appropriate for the special area of adult education.

   In addition to the understanding required of all teachers, the program should develop a broad general background and knowledge in a subject mattter area offered in the curriculum of adult education programs.

Program Content

Programs for teachers of adult education should provide understanding of:

1. Psychological foundations with emphasis on learning ability and performance of adults.
2. Sociological foundations.
3. Adult school-community relationships.
4. Curriculum activities and techniques.
5. Materials, methods, and practices.
6. Practicum or internship experience in an adult education program.

Criteria for Graduate Programs

Professional Education

General criteria for graduate programs in Chapter 2 should be met.

Teaching Field

General criteria for graduate programs in Chapter 2 should be met. A fifth-year program in the adult field may be based on any undergraduate professional education program.

Staff and Facilities

Staff

General staff criteria in Chapter 2 should be met.

Facilities

General facilities criteria in Chapter 2 should be met.

Admission and Guidance

General admission and guidance criteria in Chapter 2 should be met.

The adult education program may have other requirements in addition to the usual admission requirements of the institution. Any special requirements should include provisions for degree-oriented and supplementary certificate students appropriate to serve the profession.

Converting Nonrenewable Vocational (V) Certificates to Renewable Vocational (V) Certificates

Approved August 1978

Frame of Reference

Vocational teaching certificates (V-series) are established for the purpose of staffing postsecondary and secondary vocational instruction positions with highly skilled persons coming directly from industry. These certificates are designed as either non-renewable entry or renewable professional certificates and are identified by level as follows:

V-1 High School or equivalent
V-2 Associate Degree or equivalent
V-4 Bachelor's Degree
V-5 Master's Degree
V-6 Specialist's Degree
V-7 Doctorate

In the secondary and postsecondary school vocational programs, the V-1 or V-2 certificates may be issued for trade and industrial education (including technical) and health occupations education only. The V-4 through V-7 may be issued only for trade and industrial education (including diversified cooperative training and technical), health occupations education, and for specific fields of agriculture, distributive education, vocational and occupational home economics. Preparation and certification in the V-series are not authorized for: coordinators of vocational and academic education (CVAE), program of education and career exploration (PECE), vocational administration and supervision, student personnel services, and industrial arts. For more specifics on certification, see *Certification Criteria for Vocational Teaching (V) Certificates* approved by the State Board of Education December 9, 1976.

The vocational-technical teacher is selected on the basis of competence in a vocational area and may not have had formal preparation as a teacher. It is essential that such persons develop teaching competencies. The purpose of the thirty-quarter-hour conversion sequence is to provide those persons coming from a vocational-technical background with entry level preparation in methods, curriculum, evaluation, special education, and foundations related to instruction in vocational education.

The program should be developed following general criteria for program development in Chapter Two. In addition, consideration should be given to inclusion of the generic teaching competencies used in the evaluation of student teachers and beginning teachers for initial certification.

Program Design

Non-renewable vocational certificates at the entry level, V-1 through V-7, may be converted to renewable certificates in two ways.

Plan I

Completion of the specified thrity quarter hours in formal college courses in an approved program.

Plan II

Completion of thirty quarter hours or the equivalent which will include: (1) Fifteen

quarter hours of formal course credit; (2) Ten quarter hours of internship or its equivalent in an approved local or state staff development plan; (3) Five quarter hours of college credit in the identification and education of children with special education needs or its equivalent in an approved local or state staff development plan (five Staff Development Units, or SDU's).

The thirty quarter hours required to convert the non-renewable entry V certificate to a renewable V certificate shall be offered only in colleges having approved teacher education programs in vocational education. The courses in methods and curriculum must be taught in institutions with approved teacher education programs in the specific curriculum area (trade and industrial education including diversified cooperative training and technical, health occupations education, and specified fields of agriculture, distributive education, vocational, and occupational home economics) in which the teacher is to teach. The colleges offering the thirty hours must be willing to teach these courses both on and off the campus in order to provide accessibility to the teacher's services by the institution.

Several methods of providing accessibility to these courses are suggested: area centers, open entry/exit, off-campus inservice, and on-campus residential. It is understood that courses taught off-campus are generally of more expense to the college. Consideration should be given to those institutions who give evidence that they attempt, within limits of funding, to make courses available off-campus. The term "off-campus" is generally applied here to courses taught away from the campus proper, even if the institution counts the work taken as residence credit.

At least one of the courses should be individualized because of the individualized nature of vocational education in Georgia.

Programs must address competencies related to the following areas.

- Foundations of vocational education.
- Curriculum and instructional planning in vocational education.
- Individualizing instruction.
- Teaching methods and techniques directed toward the certification field requested.
- Managing classroom and laboratory instruction in vocational education programs.
- Career development and counseling.
- Teaching handicapped students.
- HB 671 requirements.

Staff and Facilities

Staff

General staff criteria in Chapter 2 should be met. In addition, at least one faculty member must have the doctorate in a vocational area or the master's degree plus five years of teaching or work experience in vocational areas.

Facilities

General facilities criteria in Chapter 2 should be met. In addition, a minimum of one individualized laboratory must be provided. This laboratory must include the hard- and software required to model individualized instruction. Preferably this material should be portable so that it can be used in off-campus courses.

Arrangements must be made with an area vocational-technical school or a comprehensive high school to provide laboratory experiences with students in the vocational area being pursued by the teacher. If the teacher is employed while taking courses, this laboratory experience may be assigned in the school where the teacher is employed.

Admission and Guidance

General admission and guidance criteria in Chapter 2 should be met.

Supervising Teacher Services

Approved August 1979

Frame of Reference

The primary purpose of the Supervising Teacher Services preparation program is to provide the profession with teachers who have demonstrated sufficient understanding of the skills and knowledge required to supervise student teaching and other professional laboratory experiences effectively.

Planning a program for the professional preparation of supervising teachers shall involve the cooperative efforts of the sponsoring teacher education institution, the school personnel, and the Georgia Department of Education.

In establishing a program for the preparation of supervising teachers, a teacher education institution shall develop clearly stated supervising teacher competencies and outline specific procedures for developing and evaluating these competencies.

A program for the preparation of supervising teachers should provide time for professional study that will satisfy the equivalent of a minimum of ten hours of college credit or ten staff development units (SDU's) conducted by college personnel by contractual arrangements with the college.

Program Design

Criteria for Undergraduate Programs

Not applicable to this topic

Criteria for Graduate Programs

Professional Education

Not applicable to this topic

Teaching Field (Endorsement)

All programs for the preparation of supervising teachers shall include professional experiences which develop competency in two basic areas. The first area shall provide opportunity for participants to gain knowledge, understanding, skills, and attitudes necessary to the supervision of student teachers; the second area shall provide opportunity for participants to demonstrate supervision competency through an internship. These experiences should enable students to do the following.

a. Clarify their concepts of the roles of the various participants in the student teaching program.

b. Develop knowledge of the problems involved in the successful orientation of the student teacher to the student teaching experience.

c. Acquire the supervisory skills necessary to help the student teacher identify his/her strengths and weaknesses and to evaluate his/her program.

d. Understand the importance of helping the student teacher recognize that the application of the principles of human growth and development is basic to effective teaching.

e. Help the student understand the contributions that effective school organization can make to an instructional program.

f. Define ways and means of helping the student teacher see more clearly the purpose of education in this society.

g. Define ways and means of helping the student teacher understand the importance of technical and routine activities in an instructional program.

h. Help the student teacher mature into a teacher with high standards of professional ethics.

i. Develop increased skills in communication and humar relations.

j. Identify weaknesses in his/her supervisory competencies and be introduced to resources that could alleviate such weaknesses.

k. Become knowledgeable about the development of staff development plans at the building and system levels.

l. Develop the expertise to collect data necessary for completion of the student teacher's degree program.

m. Demonstrate supervisory competency in an internship.

Staff and Facilities

Staff

General staff criteria in Chapter 2 should be met. In addition, staff members involved in the preparation of supervising teachers shall minimally possess the following.

1. Master's Degree in Education.
2. Teaching experience in a teacher preparation program.
3. Experience working with student teachers.
4. Experience in classroom teaching at the elementary and/or secondary level.
5. Training in data collection, to include demonstrated proficiency with the data collection materials.
6. Familiarity with the STS program or experience with STS program development.

Facilities

General facilities criteria in Chapter 2 should be met.

Admission and Guidance

General admission and guidance procedures in Chapter 2 should be met. In addition, applicants for this program should possess a renewable or a life teaching certificate.

Chapter 4

Leadership Field Criteria

Criteria for College Programs in the Leadership Field

Administration and Supervision

Approved December 1969

Frame of Reference

Education in any nation, state, or community reflects the values held by that group. For a number of years, various authors have investigated the American scene in order to determine some basic American ideals or values. There seems to be some general consensus that the following values are basic.

- Respect for the individual.
- Cooperation in group processes.
- Faith in intelligence to solve individual and group problems.
- Recognition that the power rests with the people.

Each value has an interesting history and all of them express an abiding faith in the concern for persons. One viewing the development of these values may not have a broad enough historical perspective to appreciate fully their tenacious and omnipotent power.

In view of the critical pressures on current American society, within and without, the necessity for educational statesmanship is demanded as never before. A reevaluation and redetermination of educational leadership roles are immediate responsibilities.

As the term is used in these criteria, administrative-supervisory personnel include persons designated to perform administrative-supervisory duties on a system-wide or school-wide basis. Examples are superintendents and assistant superintendents of school systems, principals and assistant principals of schools, and other persons designated to perform system-wide and school-wide duties. Such personnel will devote at least 50 percent of their time to administrative-supervisory duties.

Administrative-supervisory personnel are responsible for providing effective educational programs and instructional processes for students in all curriculum areas in all public schools. Leadership personnel have an obligation in the development of the curriculum and for the success of the students. Subject to the direction of the superintendent of schools, leadership personnel develop principles for the improvement of teaching and instruction, assist in curriculum revision, assist in improvement of organization and management for better education, and promote education generally.

Program Design

Criteria for Undergraduate Programs

Not applicable to this program.

Criteria for Graduate Programs

Professional Education

General criteria for graduate programs in Chapter 2 should be met.

Teaching Field

The program design should provide for students to meet eligibility requirements for an administration-supervision certificate at various levels. The completion of the career professional program for leadership personnel requires six years of college.

The program should consist of graduate level instruction and should be planned on the basis of the student's previous study, experiences, and goals. Other characteristics of the program are as follows.

The program should be planned to improve the student's knowledge in the area and to develop competencies necessary in a leadership position. Guidelines for these tasks are as follows.

1. Leadership personnel should have an understanding of the area of administration and supervision.
2. Leadership personnel should have a basic understanding of the related area of interest. Administrative personnel must have a basic understanding of supervision, and supervisory personnel must have a basic understanding of administration. These personnel should develop an understanding of the total school program and skill in working with school personnel to accomplish these goals.
3. Leadership personnel should have an understanding of curriculum development.
4. Leadership personnel should be able to design, conduct, and interpret appropriate research.
5. Leadership personnel should have the knowledge and ability to work with people. The program should improve the student's ability to understand and communicate effectively with people.
6. Leadership personnel should be versed in philosophy, psychology, etc., through advanced study of liberal education and educational foundations.

The program should include an internship which provides supervised experience on the job under the direction of the preparing institution.

The program should prepare the student to perform the following tasks.

1. Establish goals for the schools in view of societal values and the needs of the citizens.
2. Provide leadership for curriculum development.
3. Provide leadership for the improvement of teaching and learning.
4. Recruit, select, and assign school personnel.
5. Plan for efficient use of space, facilities, and equipment.
6. Identify and accept responsibility for the legal aspects of the school operation.
7. Secure and allocate financial resources to implement the school program.
8. Encourage and assist with research and experimentation.
9. Create an open environment of human relationships.
10. Provide for the continuing personal and professional development of all school personnel.
11. Provide leadership for the development and use of natural, human, and social resources.
12. Disseminate and communicate information about the school program to various publics.

Staff and Facilities

Staff

General staff criteria in Chapter 2 should be met.

Facilities

General facilities criteria in Chapter 2 should be met.

Admission and Guidance

General admission and guidance criteria in Chapter 2 should be met.

Although preparatory institutions have the responsibility for admission to and retention in the program, people in the field should serve in an advisory capacity by helping institutions to develop criteria for selection, by serving on the selection committee, and by observing and evaluating the candidate in a field situation.

Preparation of Instructional Supervisors and Directors of School Services

Approved January 1969

Frame of Reference

The school operation is a learning, producing enterprise, with instruction as the basic production technique. Directors of school services and instructional supervisors have responsibilites for pupil-related and/or instruction-related programs. These personnel—director of guidance and/or pupil personnel, director of libraries, director of program for exceptional children, vocational instructional supervisors, and instructional supervisors—have common general administrative and supervisory functions. In *Supervisors Behavior in Education*, Harris describes characteristics that distinguish the working relationships and responsibilities of supervisors.

- The supervisor does not usually share responsibility for the operation of a production unit of the organization, such as a district or school.
- He usually has responsibilities in several production units of the organization.
- He usually has a major responsibility within one or more task areas of supervision and has only incidental responsibilities in other major functions.

The positions such as director of guidance and/or pupil personnel, director of libraries, director of program for exceptional children, and instructional supervisor all require special competencies in addition to the general administrative and supervisory functions.

Directors of school services and instructional supervisors must be adequately prepared in the task areas in their jurisdiction; *i.e.*, a director of pupil personnel or an instructional supervisor must develop a high degree of competence in the task area to be directed or supervised. Therefore, the major portion of the preparation program should be in the specialization (subject area). In addition, competency in the administrative and supervisory function of the specialization should be developed.

Directors of school services and supervisors of instruction have the responsibility for developing effective educational programs and services for students in the area of their assignment. These personnel will provide leadership, subject to the direction of the superintendent or his chosen representative, in the development of principles for and implementation of the improvement of teaching, revision of curricula, improvement of organization and management of educational services.

Program Design

Criteria for Undergraduate Programs

Not applicable to this program.

Criteria for Graduate Programs

Professional Education

General criteria for graduate study in Chapter 2 should be met.

Teaching Field

a. The program design should provide for students to meet eligibility requirements at various levels. The completion of the professional program requires eligibility for the professional five-year teacher's certificate in the area of specialization plus the administrative and supervisory courses, with emphasis on the following.
   1. Human relations and the ability to work with people.
   2. Teaching process.
   3. Supervision of instruction.
   4. Basic understandings of administrative and supervisory leadership.
   5. Understandings of the administration and supervision of the specialized area. This will normally take a special course such as supervision of English, supervision of libraries, supervision of guidance services, etc.

b. Other special requirements for these programs are as follows.
   1. The program shall consist only of graduate-level instruction.
   2. The program shall be planned on the basis of the student's previous study, experience, and goals.
   3. The program shall provide for a major field of study in the task area upon completion of one of these fifth-year programs.
   4. The program should be planned to improve the student's knowledge in the special area and ability to communicate that knowledge, and to develop competencies necessary in an educational leadership position.
   5. The understandings for the approved programs do not necessarily require separate college courses. However, all of the above competencies should be completed at the fifth-year level and above.
   6. Persons who have completed a sixth-year program in an area of specialization may qualify for the director of special services or instructional supervisor through completion of the supplementary requirements for these areas.
   7. This program is designed to be an addition to the fifth-year program; however, some or all of the program may be included in the fifth year at the discretion of the institution.
   8. Normally, this program shall consist of the equivalent of at least one full quarter of graduate work.

c. The program must prepare the student to perform the following tasks.
   1. Establish goals for the schools in view of societal values and the needs of citizens.
   2. Provide leadership for curriculum development.
   3. Provide leadership for the improvement of teaching and learning.
   4. Recommend the allocation of financial resources to implement the program.
   5. Encourage and assist with research and experimentation.
   6. Help to create an open environment of human relationships.
   7. Assist in planning for personal and professional development of all school

personnel, including pre-service and in-service education.

8. Provide leadership for the development and use of natural, human, and social resources.
9. Disseminate and communicate information about the school program to various publics.

Staff and Facilities

Staff

General staff criteria in Chapter 2 should be met.

Facilities

General facilities criteria in Chapter 2 should be met.

Admission and Guidance

General admission and guidance criteria in Chapter 2 should be met.

For sixth-year programs, the student must have a minimum of three (3) years acceptable school experience to meet certification requirements in Georgia.

Preparation of School Lunch Directors

Approved December 1964

Frame of Reference

School lunch is a complex education and business operation. The purposes of the program are to provide nutritionally adequate lunches, to operate financially sound programs, and to make school lunch an integral part of the educational program. The school lunch director must know the relation of nutrition to health, to learning, and to school attendance and the need for providing lunches to all children. Increasing management and operational responsibilities further complicate school lunch administration. Such a complex program requires a professionally qualified person to administer it effectively as a part of the educational program.

The prospective director in school lunch supervision should have a knowledge of nutrition, management, and education. Since the prospective school lunch director may have a bachelor's degree with a major in home economics education, food science, nutrition science, dietetics, or institutional management, the fifth-year program is designed to supplement, enrich and reinforce this degree and provide new knowledge and experiences needed by the professional school lunch director.

The school lunch director should possess specific competencies to guide the development of a nutritionally and educationally effective and financially sound program.

Current regulations of the U.S. Department of Agriculture affecting school lunch management should be used in program planning.

Program Design

Criteria for Undergraduate Programs

Not applicable to this program.

Criteria for Graduate Programs

Professional Education

General criteria for graduate programs in Chapter 2 should be met.

Teaching Field

This program should consist of a fifth year of study at the graduate level leading to a master's degree. The program should be planned as a logically organized whole, in light of the students' previous study and experiences.

Programs should be planned in such a way that the student will be able to do the following.

1. Improve his/her ability to understand and effectively communicate with people. Suggested areas of study include educational psychology and sociology.
2. Develop understanding of the total school program and skill in working with school personnel to accomplish goals for total school improvement. Suggested areas of study include public school administration and supervison.
3. Broaden his/her knowledge in areas of

food, nutrition, and/or institutional management. Suggested areas of study include advanced nutrition, institutional management and administration, purchasing, layout and equipment, quantity foods, experimental foods and food technology.

4. Design, conduct, and interpret appropriate research in the school lunch program.

The total program design should foster the following on-the-job competencies.

1. Ability to administer and utilize school lunch programs for maximum nutrition and education benefits to the child.
2. Ability to work with administrators, teachers, and lay people in defining goals of the school lunch program and in identifying specific responsibilities of each of these persons for achieving goals.
3. Ability to promote and maintain good interpersonal relations between school lunch personnel and students, faculty, school administrators, and community.
4. Ability to provide for continuous professional growth of school lunch personnel.
5. Ability to design, conduct, and interpret appropriate research projects for the improvement of the school lunch program.

An internship which provides supervised experience on the job under the direction of the preparing institution should be planned as a part of the program.

Staff and Facilities

Staff

General staff criteria in Chapter 2 should be met.

Facilities

General facilities criteria in Chapter 2 should be met. In addition, classrooms and laboratories should be adequate for specialized instruction in foods, nutrition, and institutional management. The laboratories should include facilities which permit supervised experience for students in quantity food preparation and service, organization, and management.

Admission and Guidance

General admission and guidance criteria in Chapter 2 should be met. In addition, to be eligible, students must meet requirements for the four-year provisional certificate for the school lunch director. This includes a bachelor's degree from an accredited four-year college with a major in home economics education, food science, nutrition science, dietetics, or institutional management.

Upon completion of the program, the student should have a minimum of three years' experience in teaching, school lunch management, or other institutional food service management.

Preparation of Administrative and Supervisory Personnel in Special Education

Approved May 1973

Frame of Reference

Special education programs are growing rapidly in Georgia. This is due in large measure to the level of State support being provided through Georgia House Bills 453 and 671 and P.L. 94-142. With such support comes a responsibility to operate these programs with the highest possible quality of service. To assure quality service, it follows that the strongest possible leadership must be available to provide the necessary direction and guidance for special education programs.

As the term is used in these criteria, administrative-supervisory personnel include persons designated to perform administrative roles, such as: directors of shared services, or large city districts; assistant directors; directors or superintendents of public or private schools, *i.e.*, schools for the deaf or the blind, or other single or multiple classification facilities. Administrative personnel are individuals responsible either for total special education programs or for two or more areas of special education which may not be closely related. While most of the administrator's time is spent with matters directly related to special education rather than to duties such as guidance, pupil personnel, or general administration, his responsibilities include such things as budget development; transportation arrangements; personnel recruitment, assigning and evaluation; interdistrict communication; and policy formulation.

In some instances the person may also be responsible for such things as inservice training, curriculum development, pupil placement, and procurement of instructional materials.

Personnel serving in supervisory capacities are usually involved with a single area or with two closely related areas of exceptionality, *e.g.*, blind and partially sighted, deaf and hard of hearing. The individual may operate in a single area and provide direct services to classroom teachers or, in some instances, to the children. To do this, the leadership personnel must, in addition to general administrative skills, have a knowledge of the broad variance in physical, psychological and mental characteristics of exceptional children, and the ability to translate this into a viable organization for delivering the required services.

Program Design

Criteria for Undergraduate Programs

Not applicable for this program.

Criteria for Graduate Programs

Professional Education

General criteria for graduate programs in Chapter 2 should be met.

Teaching Field

The program design should provide for students to meet eligibility requirements for the administrative-supervisory certificate in special education at various levels. The completion of the career professional pro-

gram for leadership personnel in special education requires at least five years of college. The program at the fifth year, sixth year and doctoral levels should follow sequential patterns leading to higher levels of competence.

The program must consist of graduate level instruction and should be planned on the basis of the student's previous study, experiences and goals. Other characteristics of the program include the following.

a. The program should provide a broad background in special education across at least two areas of exceptionality at the DE-5 level and four areas of exceptionality at the DE-6 and DE-7 levels. (A minimum of 15 hours of graduate work in general special education for the DE-5 and an additional 15 hours at the DE-6 level is required.)

   Rationale: Most individuals in administrative roles are responsible for various types of programs. Broad preparation at the various levels, therefore, is seen as more appropriate than preparation for a high level of expertise in one area of specialization. A broad-based and non-categorical program is preferred.

b. The program should provide the knowledge and skills necessary to assure that good general administrative practices are understood and used. These skills should include the following.

   - Program Planning and Evaluation
   - Budgeting and School Finance
   - Supervisory Techniques
   - Staff Development
   - Curriculum Development and Validation
   - Maintenance of Facilities
   - Organizational Theory
   - Personnel Management
   - Public Relations
   - School Law
   - Data Control
   - Group Dynamics

(At least 15 hours for the DE-5 level and an accumulation of at least 30 hours for the DE-6/7 levels of general education administration or related cognate fields are required.)

Rationale: Administrators of special education must be able to provide the leadership necessary for maximum program effectiveness and efficiency. They must also be able to communicate effectively with those having more general administrative responsibilities.

c. The program should provide the specific knowledge and skills for the administration of special education programs. For example:

   - Delivery of service models
   - Organizational patterns—
     Federal, state, intermediate, local
   - Special legislation and legal provisions—
     State forms, regulations, reimbursement patterns
   - Case finding methods
   - Placement procedures
   - Staff selection and training
   - Parental counseling
   - Utilization of supportive personnel
   - Special facilities, equipment and materials
   - Community agencies
   - Special curriculum and sequencing of programs
   - Transportation required by specific disability categories
   - Inservice training required by teachers with special instructional problems

(At least 15 hours for the DE-5 level and 5 hours for the DE 6/7 levels in special education administration and supervision will be required.)

Rationale: Certain aspects of administering special education programs go beyond the expected competencies of most general administrators. The special education administrator must be able to provide the expertise necessary in these areas to best meet the needs of exceptional children, and serve as an informed and effective advocate for the "special" child.

d. The program should provide the opportunity to develop the understanding which will lead to professional growth. This would include areas such as

- The ability to conduct and/or interpret the findings of research;
- A knowledge of history, philosophy, and sociology of education;
- An awareness of and ability to apply concepts of learning theory to the educational setting;
- An understanding of the elements of sound curriculum construction.

(At least 30 hours of related course work including those taken at the fifth year level will be required at the DE-5 level.)

Rationale: Competencies in these areas are necessary to enable special education to keep pace with, or contribute to, the total educational environment.

e. The program should provide direct experience in administrative processes as a part of the training requirements. Field experience will be an intergral part of the total program. Any or all of the following may be included.

- Observation in various settings
- Short-term participation
- Supervised extern experiences
- Full-time internship experiences
- Simulated administrative assignments

(Five hours at the DE-5 level and a total of 5-15 hours are required depending on the candidate's prior experience.)

Rationale: Practical experience in controlled situations will reduce the chances that an exceptional child or the administrative candidate will be disadvantaged by the lack of certain skills or competencies.

2. The program should have the equivalent of one full-time staff member. This full-time equivalent (EFT) may be made up of two or more faculty members; however, the primary faculty member for the program must be devoting the majority of his time (at least 75%) to the administration program.

3. The faculty members assuming responsibility for the program must hold doctoral degrees in general or special education administration and have at least two years of administrative experience in an appropriate special education setting. In lieu of a doctoral degree in special or general administration, the faculty member may qualify by submitting evidence of having held a valid administrative credential, a doctoral degree in special education, or a related area, and five years of supervisory or administrative experience in an appropriate special education setting.

4. The program in special education administration must be supported by a strong department of educational administration and special education department. This is to insure that candidates will have the benefit of interacting with personnel especially skilled in those areas outlined in Section II, Program Design.

5. The program should be able to demonstrate that it has an adequate working relationship with a sufficient number and variety of practicum settings to provide the experiences outlined in Section II. Such practicum settings should include programs in rural, urban, and suburban locales, as well as in public and private day-school or residential facilities, or in appropriate agencies.

Staff and Facilities

Staff

1. General staff criteria in Chapter 2 should be met.

Facilities

General facilities criteria in Chapter 2 should be met.

Admission and Guidance

General admission and guidance criteria in Chapter 2 should be met. In addition, admission to an apropriate DE-5 or DE-6/7 program may be dependent upon a variety of other factors, including the following.

- Evidence of high personal intergrity, and the potential for exercising effective leadership to programs for exceptional children;
- Evidence of capacity to maintain a high level of academic work;
- Possession of a degree from an institution accredited at a bachelor's level;
- Possession of a four-year renewable certificate, preferably in some field of special education, or a minimum of 10 quarter hours in special education prior to admission to the program. The institution will determine whether or not this becomes part of the planned program.
- A background of appropriate work experience. This might include any of the the following:
  1. At least two years of successful teaching or clinical experience with exceptional children, while holding a valid credential in some area of exceptionality.
  2. At least two years of administrative or supervisory experience in an appropriate special education program, while holding the equivalent of AS-5 certification, during which time the experience is deemed satisfactory by a qualified special education administrator in a position to supervise or evaluate the quality of work produced.
  3. In lieu of the above, the candidate may petition to obtain equivalent experiences through an intern or extern arrangement, and this experience must be judged satisfactory by the university supervisor before full certification is approved.

Preparation of Directors of Vocational Education

Approved November 1970

Frame of Reference

These criteria include basically the "Criteria for Administration and Supervision," and encompass the specialization required in vocational education. Vocational leadership personnel have responsibilities for pupil-related, instruction-related, and work-related programs and have leadership responsibility in vocational-technical education. All these positions require special competencies in addition to the general administrative and supervisory functions.

Vocational education in Georgia, as well as throughout the nation, experienced a rather steady growth from its inception during the early part of this century to the year 1963. Following the passage of the Vocational Education Act of 1963, growth has been at a more accelerated pace. The rapid development of area vocational-technical schools, area vocational high schools, technical institutes and other secondary and post-secondary administrative units has resulted in a shortage of both teaching and adminstrative personnel, at both state and local levels.

Federal legislation in the form of the 1968 and 1976 Amendments to the Vocational Education Act of 1963 has greatly raised the funding level of state programs. The expanded activity has aggravated the shortage of capable and experienced directors, administrators and supervisors of vocational education programs in local systems.

Further, there has been a move from the traditional service lines (agriculture, home economics, distributive education, trade and industrial education, and business education) to a broader concept of "vocational education." The latter concept emphasizes the types of students being served (in-school, adult, special needs, etc.) rather than their field of occupational specialization. The traditional service lines have been extended to include all types of occupational education—resulting in a wide variety of training in the several administrative units. The successful director, supervisor, or administrator of vocational education programs should have a breadth of knowledge including many specializations coupled with depth in good supervision and administration practices.

This program is planned to provide breadth of vocational education understanding supported by competency in supervisory and administrative practices essential to efficient planning and conduct of vocational education programs.

Specialization in vocational leadership education must be taken at institutions with approved graduate programs in vocational fields and administration-supervision. However, institutions are encouraged to develop joint programs when an institution does not have approved programs in both of the above-named areas.

Program Design

Criteria for Undergraduate Programs

Not applicable to this program.

Criteria for Graduate Programs

Professional Education

General criteria for graduate programs in Chapter 2 should be met.

Teaching Field

a. The basic program for vocational leadership personnel is a fifth-year program. However, the program design should provide for students to meet eligibility requirements at various levels. The sixth- and seventh-year programs may take the pattern as established for these programs.

b. Completion of the professional vocational leadership program requires competency in both vocational education and in administration and supervision with emphasis on the following.

   1. Human relations and the ability to work with people.
   2. Vocational education programs.
   3. Supervision and administration of public schools.
   4. Basic understandings of liberal education and educational foundations.
   5. Understanding the administration-supervision of vocational education.
   6. Understanding techniques of designing, conducting and interpreting appropriate research.

c. Specific task areas for these personnel include the following.

   1. Establishing goals for the schools and especially for vocational education in view of societal values and the people's needs.
   2. Providing leadership for the vocational education program(s) and curriculum development.
   3. Providing leadership for the improvement of teaching and learning.
   4. Managing staff, curricula, and financial resources to achieve valid objectives.
   5. Recommending the allocation of financial resources to implement the program.
   6. Providing for measurement, evaluation and assessment in vocational education.
   7. Helping to create an open environment of human relationships for determining directions in a change-oriented society.
   8. Assisting in planning for personal and professional development of all school personnel, including preservice and in-service education, as it relates to preparation for the world of work.
   9. Providing leadership for the development and use of natural, human and social resources.
   10. Disseminating and communicating information about the vocational education program.

Staff and Facilities

Staff

General staff criteria in Chapter 2 should be met. In addition, staff should include specialists in two or more areas, including a trade and industrial field, as well as specialists in research, program development or curriculum design, evaluation, instructional techniques, career development, and leadership development.

Facilities

General facilities criteria in Chapter 2 should be met.

Admission and Guidance

General admission and guidance criteria in Chapter 2 should be met.

Chapter 5

Service Field Criteria

Preparation of Media Specialists and Directors of Media Services

Approved August 1978

Frame of Reference

The purpose of these criteria is to assure broad preparation of the school media specialist. *Media*, as used in this document, is defined as any communicative format, printed, audio, visual, human, and multidimensional, which presents information, and the technology needed for access. Additional definitions are *instructional materials*—information in all formats, *e.g.*, books, films, maps; *instructional equipment*—hardware used by pupils and instructional staff to facilitate learning; *instructional resources*—instructional materials and equipment; *media center*—an area in the school where a full range of information sources, services and utilization equipment are provided; and *media specialist*—an individual who is certified to fill a professional role in the school media program.

Every media program has the primary obligation of contributing to the achievement of the objectives formulated for the school. Some specific thrusts of the media effort are

- to plan and develop media programs to support the instructional program.
- to make available all types of media and the accompanying technology to support curricular demands and to meet student and teacher needs.
- to foster the development of reading, listening and viewing skills, evaluation of information sources and development of research skills.

The essential function of the media specialist is to facilitate learning. To accomplish this task, media specialists work with teachers, administrators, parents, supervisors, public librarians, students, and community representatives and agencies. This interaction requires understanding of human growth and development, the dynamics of human relations, and an ability to work with others in the context of school living. It is essential that media specialists have an understanding of the patterns in which teachers work with youth in the different subject areas, foundations of learning (philosophy and psychology) and problems of curricular design. Increasingly important to the media specialist is the information explosion, especially as this affects the content of the school curriculum. Media specialists need a comprehensive awareness of new developments in all curriculum areas. Basic to these functions are competencies in planning, organizing and administering media services.

Programs may be developed for the preparation of the Media Specialist at all levels (MS-4, MS-5, MS-6, MS-7). The Director of Media Services endorsement may be added to any graduate certification in media (DMS-5, DMS-6, DMS-7). Preparatory programs should reflect awareness of current practice and the recommendations of appropriate agencies and professional organizations.

Program Design

Criteria for Undergraduate Programs

General Education

General education criteria in Chapter 2 should be met.

Professional Education

Professional education criteria in Chapter 2 should be met.

Teaching Field

A T-4 certificate is prerequisite or may be completed in conjunction with the MS-4. Programs for the media specialist will be composed of a minimum of forty hours in the broad competency areas of selection and utilization; design and production; technical processing; the role, administration and management of media services; information sources; and internship.

Among the specific competencies needed by the media specialist are the following.

a. Analyzing school system goals for the purpose of establishing media progam objectives.

b. Planning with teachers, principals and curriculum directors for designing and implementing instructional and learning experiences and furnishing print and non-print materials and equipment for the purpose of achieving system goals.

c. Planning and working effectively with other members of the media staff.

d. Coordinating the selection and organization of extensive and varied collections of materials based on identified teaching strategies and student needs, and developing plans for making all print and nonprint materials and equipment accessible to pupils and teachers.

e. Planning for and implementing plans for maximum utilization of all media and their technology.

f. Helping pupils to develop good study habits, to acquire independence in learning, and to gain skill in the techniques of inquiry and critical evaluation.

g. Cooperating with the instructional staff in the development of desirable student reading, viewing and listening patterns; in attitudes and appreciations; and in enthusiasm for using media of all types for curriculum needs and personal interests.

h. Serving as a resource person in the instructional process.

i. Assisting in staff development by making information on new materials in subject areas and in the general field of education available to the faculty through resources of the professional collection and through provision of inservice education opportunities in media.

j. Coordinating and assisting in the planning and production of materials with, by, and for teachers, pupils, other school personnel and community volunteers.

k. Assuming responsibility for coordinating instruction on the use of the media center and its resources.

l. Acquainting teachers, pupils and other interested personnel with media; the appropriateness of these media to a given situation, their value for research, as well as for individual or group exploration and stimulation.

m. Requesting, allocating, managing and accounting for the resources of the media program.

Criteria for Graduate Programs

Professional Education

General criteria for graduate programs in Chapter 2 should be met.

Teaching Field

Fifth-year programs

1. Minimum requirements in media content. The fifth-year program must include a minimum of 25 quarter hours of graduate preparation in media. This 25 quarter hours will not include hours taken in internship. For those students who enter at the graduate level without the MS-4 certification, the media content and internship must total 60 quarter hours.

2. Program ingredients. The programs at the fifth-year level must address all areas

needed to function in a unified program. More specifically, the media content in this program must include more advanced study to provide competencies in selection and use; design and production; techical processing; the role, administration and management of media services; information sources and services; internship; leadership, supervision and communication skills; instructional design and development; automation and data processing.

Sixth-year programs

1. Minimum requirements in media content. The program must include a minimum of 45 quarter hours beyond the master's degree, including a minimum of 25 quarter hours in media. The combined fifth- and sixth-year programs must include a minimum of 50 quarter hours of graduate preparation in media. Note that this 50 hours does not include the 5 quarter hour internship. This certificate requires three (3) years of acceptable experience in a school media center.
2. Program ingredients. The program should include competencies in supervision of media interns and personnel; administration of media services; curriculum design; group dynamics; retrieval of information; advanced production techniques; development of instructional systems; collection development; and design of media programs and facilities.

   The sixth-year program must include an independent project in which the student applies knowledge gained in course work to the school media program.

Seventh-year programs

Preparation at the seventh-year level may provide for specialization. The student must complete the doctorate in a planned program from an institution accredited at this level by the regional accrediting agency.

Director of Media Services (Endorsement)

The Director of Media Services (DMS) endorsement certification may be added to any graduate media certificate when the following requirements have been met.

1. Eligibility for any graduate media specialist certificate. For those students who complete the undergraduate requirements before entering a graduate program, there may be up to 15 quarter hours of graduate electives which could be utilized to add the supplementary certification—Director of Media Services.
2. Fifteen quarter hours of approved graduate credit in administration and supervision courses which shall include a course in the administration and supervision of media. None of these fifteen quarter hours may count as part of the media content in a graduate program, but may count as electives.
3. Three years of acceptable school media center experience.

Staff and Facilities

Staff

General staff criteria in Chapter 2 should be met.

Facilities

General facilities criteria in Chapter 2 should be met.

Admission and Guidance

General admission and guidance criteria in Chapter 2 should be met.

In addition, applicants for fifth-year programs must hold a four-year renewable teaching certificate. Those students not holding the MS-4 may enter at the graduate level; however, completion of the master's program must then include all ingredients of the MS-4 in addition to the graduate requirements.

Applicants for sixth-year programs must hold the MS-5 at the time of entry into the program. In addition, he or she must meet requirements for entry into the sixth-year programs specified by the institution.

School Counselors

Approved December 1964

Frame of Reference

The school counselor at all levels accepts responsibility for assisting all pupils and is primarily concerned with the developmental needs and progress of youth. The school counselor works within a pupil personnel framework offering one of several services. Counseling is a dynamic relationship between counselor and counselee, and the school counselor has a clear knowlege of the implications. Counseling services are an integral part of the school program. The counselor assumes a variety of responsibilities in the school and fulfills them through contacts with individuals and groups in a program of organized guidance services.

The counselor assists individual pupils to understand their aptitudes, interests, attitudes, abilities, and opportunities for self-fulfillment, to accept themselves in relation to the world, to behave in ways consistent with their possibilities, and to develop personal decision-making competencies in keeping with their individuality and maturity.

The school counselor assists members of the school staff to understand individual pupils, to become aware of the influence of the school and community on individuals and to consider these differences in the development of instructional programs and administrative provisions.

The school counselor assists parents to understand the progress of children and to contribute to their development.

The school counselor promotes in the community consideration for the individual, development of opportunities for youth, and provision of community facilitities to meet unusual needs of youth beyond the responsibility of the school.

The relative emphasis among these responsibilities and the allocation of the counselor's time varies with the maturity of the pupils and the organizational structure of the school. At the earlier levels, more time is spent in consultation with staff members, parents, and community resource personnel. Contact with groups of students is increased at the junior high level. Counseling with individuals increases gradually from the earlier level through high school. Attention to optimum conditions for learning is greatest in the elementary school, while development of competence in personal decision-making increases in importance with the maturity of students.

Program Design

Criteria for Undergraduate Programs

Not applicable to this program.

Criteria for Graduate Programs

Professional Education

General criteria for graduate programs in Chapter 2 should be met.

Teaching Field

a. The program should be a unified, well coordinated sequence of courses and experiences leading to the development of competencies implied in the respon-

sibilities described in Section I of these criteria.

There should be sufficient curriculum resources and procedures that make it possible for the student to develop understandings and skills beyond the minimum requirements of the program, such as advanced courses in each area of study.

b. The criteria are designed for programs based on a two-year graduate program in counselor education. Those institutions having a one-year graduate program may work out cooperative arrangements with institutions having the two-year program.

c. The program design is essentially the same for secondary and elementary counselors. It is recognized that there are different competencies, understandings, and knowledge required for these two positions. Differences in preparation are provided through appropriate choices among electives, individual emphasis in courses, and placement for supervised experiences.

d. Specific areas of professional preparation are recommended for school counselors. The fifth-year and sixth-year programs should provide for learnings in each area described below. The sixth-year program should be planned to develop both breadth and depth in the program.

1. The foundations and dynamics of human behavior and of the individual in his culture.

   Study in this area should develop an understanding of the individual and of his patterns of behavior, learning and adjustment. Preparation should include a thorough understanding of the learning processes, individual differences, adjustment, behavior, readiness, attitudes, ideas, beliefs, motivation, growth and development as found at different ages and school levels.

2. The educational enterprise, philosophy, and processes of education, and the relationship to the community. Study should assist in developing understanding of relationships within the school and community. Preparation should include a thorough understanding of the purposes and objectives of the school, the general curriculum, curricular problems at the level of the school in which the student plans to work, and the relationships of the community to the program of the school.

3. Research and statistics. Study should assist the prospective school counselor in gaining greater insights and skills in the use of research techniques and in designing and carrying out research projects. Emphasis should be placed on assisting the student in improving ability to interpret for others the findings of research.

4. Professional studies in school counseling and related services. Appropriate development of values concerning professional relationships and ethics should permeate all professional courses.

   - Philosophy and principles of guidance and personnel services. This area should assist the individual in securing an overall view of guidance activities, in developing an individual philosophy of guidance services, and in selecting practices in harmony with this philosophy.
   - Individual appraisal. This area should assist the prospective school counselor in analyzing the processes involved in the development of the individual and in an understanding of the individual's problems and adjustments. Techniques for the analysis of the individual, measurement, collection and utilization of information should be included.
   - Vocational development theory, informational materials and services. This should include a study of the process of vocational choice and development, with emphasis upon theory, and the eco-

nomic, sociological, and psychological relationships to the world of work. A study of current occupational opportunities, employment conditions, job requirements, training and other educational opportunities available, placement, and socio-economic trends should be included.

- Counseling theory and practice. This includes understandings and procedures needed by counselors to help counselees to become increasingly self-directive. Varying philosophical and theoretical bases for the counseling process should be understood.
- Group procedures in counseling and guidance. The school counselor needs to understand the dynamics of human relationships and to increase his skill in leading groups and in participating in groups. Special emphasis should be given to group activities in guidance and counseling.
- Organization and administration of guidance services. Such work should assist in learning about the planning and operation of guidance programs and services, and in understanding the relationships of guidance services to the particular level of counseling, to the total school program, and to related agencies in the community.
- Supervised experience in counseling. This area enables the prospective counselor to gain practical experience at appropriate levels under close supervision in applying the theories and principles learned.

Staff and Facilities

Staff

1. General criteria in Chapter 2 should be met.
2. Members of the on-campus staff responsible for supervised experiences (laboratory, practicum, and internship) should have earned doctorate degrees in appropriate fields and experience in counseling and related guidance activities with school age youth.
3. Sub-doctoral staff members who supervise laboratory or practicum experiences should be under the direct and close supervision of basic counselor education staff.
4. Off-campus school staff members who supervise counselor candidates should have master's degrees in counseling and guidance and at least two years of experience in counseling secondary and/or elementary school age youth.
5. Faculty in related disciplines should be qualified in their respective areas and should be actively involved in the development and implementation of the counselor education program.

Facilities

1. General facilities criteria in Chapter 2 should be met.
2. Practicum facilities should include counseling offices equipped with recording and listening devices and one-way vision screens.
3. Ample and appropriate multi-sensory and demonstration materials should be available for staff and student use.
4. Testing laboratory facilites should be available. These should include files of tests and test interpretative data, space for individual and group testing, and test scoring equipment.

5. Research facilities should be available to both staff and students. Consultant services should be provided from research specialists on the university or college staff. Access should be provided to computer centers and other data processing laboratories.

Admission and Guidance

General admission and guidance criteria in Chapter 2 should be met. In addition, institutions shall have appropriate procedures for the identification, selection and retention of applicants for the fifth- and sixth-year programs in counselor education. Appropriate procedures should include the following.

- The use of criteria which have been cooperatively developed by counselor education staff members and public school personnel and which recognize:
  1. The potential for and the development of effective relationships with students, teachers, administrators, and parents.
  2. A developing background in the physical and natural sciences, the behavioral sciences, and the humanities sufficient to perform in the counseling role. Lacking such a background, the student should correct deficiencies in addition to the graduate level education prescribed.
  3. Knowledge of the development of children and of the school program at the level of the school in which he plans to work. Lacking such a background, the student should correct deficiencies in addition to the prescribed counselor education program.
  4. The capacity to do the level of graduate study to which he is aspiring.
- Identification, admission and retention using criteria described in and involving
  1. Initial selection.
  2. Selection after the completion of three courses in professional studies in counseling and related services.
  3. Finally, selection after the completion of the institution's specified professional course work.
  4. Comparable selection should be done at the beginning and end of the sixth-year program.
- A selection committee should have the authority to ask the student to withdraw at any time during the program.
- Counselor program information, including the details of the selection process, should be readily available to prospective enrollees.

Preparation of School Social Worker

Approved February 1961

Frame of Reference

The job of the school social worker in the local school system is to provide school social work services to children, parents, teachers and administrators. Its central objective is to assure that every child has an opportunity to attend school and receive maximum benefit from the school experience. This involves direct work with children and parents as well as cooperation and consultation with the school and related community agencies. To fulfill this role adequately, the school social worker would have a thorough knowledge of the school, of casework relationships and techniques, of human motivations and behavior, and of community resources. The school social worker is "front-line" worker in school mental health in Georgia schools.

Program Design

Criteria for Undergraduate Programs

Not applicable to this program.

Criteria for Graduate Programs

Professional Education

General criteria for graduate programs in Chapter 2 should be met.

Teaching Field

a. The fifth- and sixth-year programs should be planned as a unit to provide continuity and logical sequence, using a combination of campus and laboratory experiences.

b. The selection of content of the programs should conform to criteria for leadership programs.

c. Within the area of specialization, the following experiences should be provided.

   1. Orientation to role and function of the visiting teacher in Georgia.
   2. Courses designed to give a deeper understanding of human motivation and behavior.
   3. Courses in social casework followed by on-the-job field work under qualified supervision.
   4. Experiences that will acquaint visiting teachers with community agencies, their function and their relation to the school.
   5. Research in education and school social work.

Staff and Facilities

Staff

General staff criteria in Chapter 2 should be met.

Facilities

General facilities criteria in Chapter 2 should be met.

Admission and Guidance

General admission and guidance criteria in Chapter 2 should be met. In addition, applicants must possess a renewable four-year teacher's certificate.

Preparation of School Psychologists, Associate

Approved May 1964

Frame of Reference

The broad role of this specialist is to promote more effective learning and pupil adjustment. He/she may operate in four areas which are complementary and interrelated.

- Evaluation includes responsibilities for consultation with other school personnel on the selection and use of group tests, responsibilities for individual testing (appraisal of learning capacity and/or overall adjustment), and reporting and interpretation to appropriate individuals and/or agencies.
- Consultation may be with individuals such as pupils, teachers, principals, parents, groups and other school specialists such as counselors, visiting teachers, special education consultants, reading specialists, and instructional supervisors.
- The psychologist is a resource person. Liaison includes informational and promotional reponsibilities and communications with school personnel, community agencies and/or specialists, and related professional groups.
- Familiarity with research methods and the application and interpretation of research are of prime importance since research is an integral area of responsibility in the role of the school psychologist. Responsibility for collecting and interpreting research data should relate to pupil personnel problems.

Program Design

Criteria for Undergraduate Programs

Not applicable to this program.

Criteria for Graduate Programs

Professional Education

General criteria for graduate programs in Chapter 2 should be met.

Teaching Field

a. The sixth-year program, including a master's degree, shall consist of at least 100 quarter hours of graduate work if a thesis is not a required part of the trainee's program for the master's degree or it shall consist of a minimum of 45 quarter hours beyond what is required for the master's degree.

b. This program should include systematic instruction in the historical, philosophical and theoretical aspects of psychology as a discipline.

c. It should also include instruction in the applications of psychology in school situations and in the larger context in which schools operate.

d. The program should include substantial experience of the following types.

Clerkship. Detailed performance, under close supervision, of the elementary skills of individual and group testing, including interpretation and evaluation.

Practicum. Extensive activity, under direct supervision, in dealing with problems arising in schools in learning and adjustment.

Internship. Placement in a school situation with practical responsibility, under general supervision of a qualified school psychologist or university staff member with specialized experience in this field. The internship will provide experience with broader problems of learning and adjustment, involving coordination with substantial numbers of school and other specialized community services related to child growth and development.

These experiences should provide opportunity for the prospective psychologist to work with "normal" children with learning and emotional problems, as well as with children classified as exceptional.

f. The program should provide the content and experience necessary to assure competence in the area of work listed in the role and function of the school psychologist.

Staff and Facilities

Staff

General staff criteria in Chapter 2 should be met.

Facilities

General facilities criteria in Chapter 2 should be met.

Admission and Guidance

General admission and guidance criteria in Chapter 2 should be met. In addition, the prospective psychologist shall have a bachelor's degree from a regionally accredited institution and either three years of school experience or three years of appropriate substitute experience.

For formal admission to candidacy, the student must have earned satisfactory scores on the Common Examination and on the appropriate Optional Examination of the National Teachers Examination and/or such examinations as the training institution may require for formal admission to the sixth-year program.

Chapter 6

Guidelines for Developing Criteria for Programs of Teacher Education

A committee accepting responsibility for developing criteria should study carefully the information given in the assignment by the Georgia Advisory Council on Education. The committee should consider the research in the field and the recommendations of national curriculum organizations.

The statement of criteria should not focus on certification requirements, but rather should be directed toward the development of statements which will become criteria for the approval of programs within an institution.

Statements should be made in a way that will preserve the autonomy of the institution and encourage intitiative and creativity on the part of those responsible for program design and development.

Membership of a committee should include college personnel, including at least one generalist in teacher education; administrative and teaching personnel of the public schools; personnel from the Georgia Department of Education; and one member of the appropriate standing committee of the Georgia Advisory Council on Education who shall chair the committee.

At the time of appointment, members of a committee writing criteria should be advised of the approved channels to be followed in presenting its report to the Advisory Council. While such channels might not be the same for every report, it should be understood that for any report to receive official sanction, it will be necessary for it to have the recommendation of the Georgia Advisory Council on Education and the approval of the State Board of Education.

To expedite work of the committees and to establish consistency in the form of committee reports, the following outline and format should be used.

Criteria for College Programs in
(area or field)
Approved (Date approved by State Board of Education)

I. Frame of Reference

II. Program Design

A. Criteria for Undergraduate Programs

1. General Education
2. Professional Education
3. Teaching Field

B. Criteria for Graduate Programs

1. Professional Education
2. Teaching Field

III. Staff and Facilities

A. Staff

B. Facilities

IV. Admission and Guidance

V. Certification Standards

In using the outline as a format for its recommendations, the committee should consider the following general guidelines.

I. Frame of Reference

The committee should state clearly its interpretation of its assignment. This interpretation should include an identification of the relationship between the proposed statement of criteria for the preparation of teachers and the role and function of such teachers in the secondary and/or elementary schools. As preparatory work for making such a statement, a committee should investigate thoroughly any prior Council reports relevant to the committee assignment.

II. Program Design

The completed statement on program design should be comprehensive enough to give the college direction for planning, developing, and evaluating a program. It should serve a similar purpose in giving those responsible for program approval a basis for making recommendations and for granting or denying approval. Any additional procedures for program development suggested by the committee

should be consistent with those cited in Chapter 2.

General education and professional education requirements should be detailed only if they differ from or are in addition to those cited in Chapter 2. Criteria for the teaching field should be described in detail. Differences between undergraduate and graduate programs should be carefully delineated.

The committee should be aware that its assignment is to establish criteria for program development and that it is not prescribing a curriculum. Permeating the report should be the recognition that individual institutions need encouragement and support to utilize fully their creative potential in the development of quality programs.

III. Staff and Facilities

Consideration should be given to defining at least minimal adequacy of college resources in terms of staff and facilities that would be essential for program development. Only those requirements that are specific to the field and are not covered in General Criteria (Chapter 2) should be stated.

IV. Admission and Guidance Procedures

Consideration should be given to admission and guidance procedures that would enhance the quality of teacher education programs in the teaching field with which the statement of criteria is concerned. Only those requirements that are specific to the field and are not covered in General Criteria (Chapter 2) should be stated.

V. Certification Standards

Certification standards consistent with program criteria should be developed. These standards should define numbers of hours and areas of study required for certification of persons who do not complete an approved program in a Georgia institution.